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ABSTRACT

A project was conducted to design, develop, and evaluate the effectiveness of bilingual (Spanish and English) career education materials for adult farmworkers with limited English-speaking ability. A career education manual, a series of audio- and video-taped interviews with former farmworkers employed in various job cluster areas, and a curriculum guide incorporating the manual and taped interviews were developed and field-tested. Volunteer adult farmworkers attending one of two existing education programs were assigned to either a career education class (utilizing the above curriculum materials) or a waiting list control group. A pre-posttest control group experimental design was used to evaluate the impact of the course on each student's knowledge of career information, realistic career alternatives, educational and vocational aspirations/expectations, career maturity, and self-esteem. Results of field-testing at both sites indicated that the amount of career information obtained by the students in the career education course was significantly greater than the control group students. The career education course did not appear to have a similar positive effect on the other major dependent variables. The students, however, did indicate that they were very satisfied with the utility, helpfulness, clarity, and realism of the course.
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Final Report

Project No. 498AH70019
Grant No. OEG-G007701372

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DESIGN, DEVELOPMENT, AND EVALUATION OF CAREER EDUCATION
MATERIALS FOR ADULT FARMWORKERS WITH LIMITED ENGLISH-
SPEAKING ABILITY WHO RETURN TO FORMAL EDUCATION

VOLUME I

May, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Occupational and Adult Education

CE 024 588

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ABSTRACT

The purpose of this project was to design, develop, and evaluate the effectiveness of bilingual (Spanish and English) career-education materials for adult farmworkers with limited English-speaking ability. A career education manual based on the 15 USOE job clusters, a series of audio- and video-taped interviews with former farmworkers employed in the various job cluster areas, and a curriculum guide incorporating the manual and taped interviews were developed and field-tested. Volunteer adult farmworkers attending one of two existing education programs were assigned to either a career education class (utilizing the above curriculum materials) or a waiting list control group. A pre-posttest control group experimental design was used to evaluate the impact of the course on each student's knowledge of career information, realistic career alternatives, educational and vocational aspirations and expectations, career maturity, and self-esteem.

The results of the field testing at both sites indicated that the amount of career information obtained by the students in the career education course was significantly greater than the control group students. The career education course did not appear to have a similar positive effect on the other major dependent variables. The students, however, did indicate they were very satisfied with the utility, helpfulness, clarity, and realism of the course.

Generalization of these findings was placed in serious jeopardy, however, by a policy imposed by site administrators that effectively ruled out the possibility of equivalent treatment and control groups. In order to glean as much information as possible from the data obtained, multiple regression analyses were also computed for scores on the career information questionnaire.

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Materials for Adult Farmworkers with Limited English-
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Volume I - Project Report

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

PREFACE

From the very outset, the demands and expectations placed upon the staff of the Farmworker Career Education Project (as we referred to ourselves) were almost overwhelming. We were not only going to measure the effect of bilingual, bicultural career education materials on the self-concepts, vocational and educational aspirations and expectations, and knowledge of careers of adult farmworkers, we were going to design and develop the materials to be evaluated as well. Furthermore, we proposed to use models, former farmworking men and women who were happily employed in alternative careers, to motivate people who were the victims of racial, sexual, social, political, and economic oppression. Just finding former farmworkers, especially females, who had transcended these obstacles proved to be a major task (had it been an easy one there would have been no need for such a project).

All in all the project accomplished what it set out to do. We did develop bilingual, bicultural career education materials, including a series of slide-tape models. We did experimentally test the effect of these materials on two populations of adult farmworkers who had returned to formal education as a means of improving their lot in life. And we did affect the lives of at least a small number of our target population, farmworkers across the United States. As the final draft of this report is being typed, we are continuing to explore ways in which this material can be distributed to large numbers of farmworkers so that they too can have the benefit of exposure to career education materials developed through this project.

As principal investigator for Grant # G007701372, I cannot overstate the role played by Project staff in all phases of the study. The counselor-curriculum specialists, Betty de la Cruz, Gladys De Necochea, and Rubén Rey, were largely responsible for the researching and writing of the Career Education Manual. The project administrator, Rubén Pardo, was primarily responsible for development of the curriculum guide for a career education course. Mel Chavez, along with Rubén Rey and Rubén Pardo, played a major role in the development of the slide-tape presentations. Responsibility for teaching the career education course, often under less than ideal conditions, fell on Betty, Gladys and the two Rubéns. Like all projects of this nature, this study could not have succeeded without support from a committed secretarial staff. Socorro Castro and Phoebe Bissell performed admirably in this capacity.

A special measure of gratitude is due Mike Furlong, the project research coordinator. As a professor, campus administrator, and principal investigator, I often found I had to be "changing hats" several times within a single day and many times within a single week. Mike provided a sense of continuity throughout the project that would have gone lacking without his participation. In developing an impressive set of assessment materials for the project, he helped to provide structure and content for the career education course. His persistency and dogged determinism insured that subjects were not lost during the experimental phase of the project despite a fairly high degree of turnover and absenteeism at the two participating sites. His analysis of the data was sophisticated and appropriate. It was with regard to the writing of this final report, however, that I feel most appreciative of Mike's participation. Every section of the report contains a major contribution from Mike and large portions were written solely by him. Other than providing a sketchy outline for the overall report and for the individual chapters, I found little need to make more than minor editorial changes to Mike's version of the final report. I am sincerely grateful to him and proud to have been his advisor at UCSB.

This statement would not be complete without recognition of the U.S. Office of Education, the agency that funded the Project. I extend my sincere appreciation to USOE for the opportunity to carry out the activities associated with this grant.

Donald R. Atkinson
Principal Investigator

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LIST OF ABBREVIATIONS

1. BEP - Moorpark Bilingual Education Program
2. CEC - Career Education Course
3. CEM - Career Education Manual
4. CES - Career Education Survey
5. CMI - Career Maturity Inventory
6. DOL - Department of Labor
7. DOT - Dictionary of Occupational Titles
8. EOP - Equal Opportunity
9. FWCEP - Farmworker Career Education Project
10. GED - General Educational Development
11. HEP - High School Equivalency Program
12. OOH - Occupational Outlook Handbook
13. TSCS - Tennessee Self Concept Scale
14. UCSB - University of California, Santa Barbara
15. USOE - United States Office of Education

INTRODUCTION

This final report describes the activities associated with a U.S. Office of Education grant (#G007701372) entitled Design, Development, And Evaluation Of Career Education Materials For Adult Farmworkers With Limited English-Speaking Ability Who Return To Formal Education. The funding period for this grant was October 1, 1977 to May 30, 1979. The primary purpose of the grant was the development and evaluation of bilingual (Spanish and English), culturally appropriate, career education materials and an accompanying curriculum guide which was designed to acquaint the adult farmworker with realistic alternative occupations. Farmworkers who return to formal education through one of the local-, state-, or federally-sponsored adult education programs, including community colleges, frequently do so with limited knowledge of the occupational alternatives that are open to them. By providing farmworkers with vocational information that is understandable and realistic, this project attempted to increase equal access and opportunity for a severely disadvantaged population.

Background

Farmworkers have long been one of the most exploited groups in the American labor force. The Office of Economic Opportunity's Migrant Research Project reported farmworker incomes in 1970 to be an average of \$2,130. A United States Department of Agriculture economic report placed the average farmworker household income for Spanish origin farmworkers in 1973 at \$5,712, compared to \$10,285 for all other households. In California, which has a high concentration of Mexican American farmworkers, the U.S. Bureau of the Census (1973a) has reported that 20 percent of all rural families of Mexican origin, compared to 7.5 percent of all white families in the state, exist below the poverty level. It is clear that farmworkers have historically experienced

economic levels associated with poverty.

In addition, the educational levels achieved by farmworkers has also been low in the past and continues to be so at present. A United States Department of Education Economic Research Service survey of 45,000 farmworker households in 1973, for example, found low levels of attained education among farm wageworkers of Mexican origin. Farmworkers over 25 years had a median educational attainment of 4.5 years. Furthermore, only 11.0% had some high school and less than 2.0% had actually received a high school diploma. The median number of years of school attendance for farmworkers 14 to 24 years was somewhat higher, 7.0 years, suggesting that the educational attainment level of farmworkers is improving. It is also apparent that the registered gains alone may not be sufficient to dramatically improve the farmworkers' economic conditions.

The 1976 report for the California Master Plan for Migrant Education shows that a vicious cycle of low education is being perpetuated among farmworker households. California has more than 88,000 children of migratory workers enrolled in special educational programs. Approximately 85% of these children are from limited-English-speaking households. These children will attend an average of 3 schools in one year. Partly as a result of this mobility, their achievement levels lag 2 to 3 years behind state norms, and it is expected that fewer than 10% will obtain a high school diploma. In fact, a diploma is perceived by many rural farmworker children to have little utility because of a lack of economic opportunity available to them upon graduation.

The long term effect of this kind of subtle but persistent press is to reduce the expectations for success and to lower the self concepts held by farmworkers, although it does not necessarily depress their aspirations for upward mobility (Beeman, 1972; Coleman, 1966; Evans & Anderson, 1973; Hale,

1972; Hindelang, 1970; Juarez & Kurlesky, 1968; Kurlesky & Patella, 1971; McDaniel, 1967; Moerk, 1974). Thus, many farmworkers drop out of school at an early age to work as migrant or seasonal farm laborers even though they still aspire to skilled or professional level jobs.

In recent years the increased mechanization of farm labor has pointed out the need to develop relevant vocational education material for farmworkers. Between 1960 and 1970, for example, seasonal farm labor requirements diminished approximately 30 percent. Further erosion of the demand for farmworkers is expected due to mechanization (Outlook for Seasonal Farm Labor in 1971, United States Department of Labor, May, 1971, p. 32). Sophisticated machinery has been implemented for many farm crops, cotton, tomatoes, lettuce, that were formally labor intensive. A new computer-assisted tomato picker, for example, has displaced thousands of laborers. Machine pickers which used to require 21 operators now require only 5 (State of California Migrant and Seasonal Farmworker Council, 1976). As technological changes continue, many young farmworkers will be faced with vocational related decisions -- in some instances the changing of occupations. It is important that they be provided relevant information to assist them in this decision-making process (California Master Plan for Migrant Education report, 1976).

Statement Of The Problem

In response to the economic, social and educational needs of farmworkers like those cited above, the Manpower Development and Training Act (MDTA, 1962) and the Comprehensive Employment Training Act (CETA, 1973) were developed and initiated. These programs authorized training and related services to adult farmworkers and their families in an effort to assist adult farmworkers economically and vocationally.

Since the initiation of these programs, thousands of campesinos have participated, and millions of dollars have been spent on various training

activities; including classroom training, work-experience, and on-the-job-training. For example, in 1976 a total of \$62.3 million was appropriated for farmworker training programs under Title III Section 303 of the CETA Act. This represented an increase of \$22 million since the transfer of migrant and seasonal farmworker programs from the Office of Economic Opportunity (OEO) to the Department of Labor (DOL) in November of 1973.

However, of the 245,000 individuals served by CETA programs, only 16,000 moved out of agricultural labor into new occupations (Marshall, 1977). Such an outcome raises serious questions about the efficacy and relevance of current retraining programs for farmworkers.

This issue is especially crucial in view of the vast worker displacement taking place as the result of agricultural mechanization. Cesar Chavez, President of the United Farmworkers of America (UFWA), has made the worker displacement issue a top priority agenda item for his organization. At a recent University of California Regents meeting in Los Angeles, Chavez was quoted as saying:

"Agricultural mechanization is a very important issue for farmworkers in California. There has been tremendous success with mechanization, with many breakthroughs. The University has done a very good half of the job. You have been so successful in developing machines that it's time the other half of the job is attended to - taking care of the workers that are displaced by agricultural mechanization. Technology should benefit everyone both employers and workers. We claim that mechanization has had a tremendous impact on farmworkers. The work force views mechanization as a threat to their jobs."
(L.A. Times, February 16, 1978).

While lengthy polemic debates will likely be held in the future concerning the role of mechanization in the displacement of farmworkers, this displacement process will undoubtedly continue. The result of this process will be to place an even greater demand on the manpower and training programs which

service campesinos. The ability of the manpower and training programs to facilitate the transition of farmworkers into other career tracks is, as suggested above, rather poor. This fact raises serious questions concerning the appropriateness of the current training programs to meet the needs of farmworkers.

Most current manpower training programs have focused on the transmission of specific occupational and vocational skills (on-the-job-training or work experience) which will aid the farmworker in the transition to a new career. There is often a poor match in these programs between skills required by the jobs and those possessed by the farmworkers. At the adult level these programs have concentrated on developing academic and vocational skills and have failed, for the most part, to deal directly with factors that sustain low expectations, aspirations, and self concepts. In its 1971 report to the President, the Cabinet Committee on Opportunities for Spanish-Speaking People, for instance, made a number of recommendations for improving adult education, none of which were specifically designed for improving the student's level of expectation. The priority recommendation was to provide intensive courses in the English language.

While many farmworkers involved in adult education feel the need to acquire English-speaking skills (Mathews, 1971), the main reason they seek additional knowledge and skills is to be able to apply them. The adult who sees no application of the knowledge or skills to be gained in an adult education program will drop out before completion. This is especially true for the adult disadvantaged student who wants to see the relationship between information to be acquired and upward mobility (Tough, 1968).

Comparatively little attention has been given to the psychological barriers to vocational development. An understanding of the farmworker's recurring social conditions and exploitation helps explain why farmworkers remain one of

the most exploited groups in the American labor force despite the influx of training programs and sizeable amounts of money and resources. It seems apparent that rather than focus solely on job placement, more consideration should be given to matching the skills, interests and abilities of farmworkers to a changing job market. Transition from farm labor to other career tracks would be greatly facilitated by dealing with barriers to employment such as low expectations, aspirations, and self-esteem and lack of knowledge of career alternatives.

Direct intervention programs are needed that focus on remediation of information deficiencies that maintain and reinforce low level of expectation and motivation. For those adult farmworkers who aspire to obtain permanent, satisfying jobs in other career tracks, a major obstacle is inadequate knowledge about realistic alternatives available to them. They need accurate, comprehensible information about occupational alternatives that are matched with their interests (Mathews, 1971).

There is currently an obvious lack of vocational education materials available to instructors working in farmworker education programs which are relevant to the needs of farmworkers. This project developed career curriculum materials in both Spanish and English to fill this gap.

The major thesis of this study is that farmworkers enrolled in adult education courses who receive career education information in a bilingual mode, designed specifically for them, will increase their knowledge of realistic career alternatives available to them, will evidence stronger and more positive self-esteem. In addition, it was hypothesized that exposure to appropriate career education will have a positive effect on the educational and occupational expectations and aspirations of the students.

Project Objectives

The purpose of this project was to design, develop, and evaluate bilingual, culturally appropriate, career education materials for adult farmworkers who return to formal education.

The specific objectives were:

1. To design and develop a bilingual, culturally appropriate, career education manual that describes the skills, interests, and required educational background associated with job categories in each of the 15 USOE job cluster areas. The manual will provide a special emphasis on realistic vocational alternatives for the adult farmworking population and will present equivalent content in Spanish and English at a fifth grade reading level in each language. The two versions will not be literal translations of each other; rather, each will be developed independently but based on the same information sources and with the same facts presented. The manual will be culturally appropriate in that the material will attend to the values of the farmworker culture.
2. To design and develop audio-visual materials to complement the information presented in the career education manual. A total of thirty 30-minute video recordings will be made in which former farmworkers are interviewed about their current jobs. The thirty video tapes will be obtained by interviewing two former farmworkers (one male and one female whenever possible) for each of the 15 USOE job cluster areas. Additional audio tape recorded interviews will also be conducted for a minimum of two persons in each job cluster area, half of which will involve female interviewees. Interviews will be conducted in Spanish whenever possible. When the interviewee speaks only English, the interviewer will restate the comments in Spanish. The purposes of the audio and video taped interviews will be to

provide factual information about jobs in each job cluster area and to provide models of occupational achievement. With regard to the latter purpose, a special effort will be made to interview women in non-traditional occupations.

3. To develop a career education curriculum guide that employs the manual and audio-visual materials described in Objectives 1 and 2 and that is designed specifically for educational programs enrolling adult farmworkers. The curriculum guide will incorporate suggested topics for discussion, simulation exercises, and field experiences as well as expanded information on the job cluster areas. The curriculum will be designed to help students assess their own skills, educational background, interests, and motivation as well as gain knowledge about the occupational alternatives available to them.

4. To field test the career education curriculum and associated materials by evaluating their effect on the attrition rate, knowledge of career alternatives, educational aspirations and expectations, occupational aspirations and expectations, self concepts, and career maturity of adult farmworkers enrolled in existing adult education programs. This will be accomplished by offering a career education class employing the materials developed in this project at cooperating farmworker education programs.

The project consisted of two phases. In Phase I, the materials associated with Objectives 1-3 were designed and developed. This phase is described in Chapter 2. In Phase II the materials developed in Phase I were employed as part of a career education course taught in two adult farmworker education programs and their effects evaluated. Chapter 3 describes the two adult farmworker education programs cooperating with the project. Chapter 4 describes the research methodology, Chapter 5 the results, and Chapter 6 the Conclusion.

CHAPTER 2

CURRICULUM DEVELOPMENT

The Project primarily focused on the design and development of career education materials for adult farmworkers with limited English-speaking ability who return to formal education.

This chapter describes the design and development of the Career Education Manual (CEM), Audio-Visual Materials and Curriculum Guide. Also, each of these materials are briefly described and discussed. For detailed information on these materials attention should be directed to Volume II which may be found in a later section of this report.

Career Education Manual

The original project proposal stipulated that a Career Education Manual would be developed describing the 15 USOE job clusters and providing detailed information about 10 occupations in each of the job clusters. The Career Education Manual, which consists of 15 job cluster monographs, can be examined in its entirety in Volume II of this report.

A number of project staff meetings were required in order to reach agreement concerning the type of information that would be included in descriptions of actual occupations. It was decided that, whenever possible, occupational descriptions would include information about mobility requirements, the effect on family structure, and employment opportunities for both sexes in addition to the more typical descriptions of salary, benefits, duties, training requirements, work setting, worker traits, job outlook, and related occupations.

Primary reference sources used in the compilation of the Career Education Manual included: (1) California Occupational Guide, (2) Dictionary of Occupa-

tional Titles, (3) Occupational Outlook Handbook, (4) Careers Monograph, and (5) letter and telephone correspondence with local employers and training agencies.

The California Occupational Guide (COG)¹ provides the following information relevant to a number of occupations: worker's duties, working conditions, employment outlook, wages and hours, entrance requirements, promotion opportunity, training, availability, and alternate sources of information. Several problems were encountered with the COG as a resource, however. For one, many of the occupations selected for the career manual were not reviewed in the COG. Another problem was that the job descriptions in the COG in many instances were not updated, especially in the employment outlook section.

The Dictionary of Occupational Titles (DOT)² was particularly useful in focusing on occupational classifications and definitions. The Occupational Outlook Handbook (OOH)³ also proved valuable. Several hundred occupations are contained in the OOH, thus, many of the occupations described in the Career Education Manual were found quite readily. The OOH describes what a job is like, the education and training necessary to obtain it, its' advancement possibilities, earnings, and employment outlook in the near future.

¹California Occupational Guide, Employment Development Department (EDD) Employment Data and Research Unit, Los Angeles, CA, published periodically.

²Dictionary of Occupational Titles, United States Department of Labor Employment and Training Administration, Superintendent of Documents, United States Government Printing Office, Washington, DC 20402, 4th Edition, 1977.

³Occupational Outlook Handbook, United States Department of Labor Statistics, Superintendent of Documents, United States Government Printing Office, Washington, DC 20402, 1978-79 Edition.

Careers Monograph⁴ is a publication which describes occupations in a cluster-type format. A variation of its format design was used in the Career Education Manual. The major topics which the Careers Monograph covers include: (1) careers you should consider, (2) careers as multi-faceted, (3) factors to consider in careers, (4) employment conditions in careers, (5) skills required, (6) workers speak about their job, (7) interesting aspects of careers, (8) negative aspects, (9) qualifications and education requirements, (10) earnings, (11) opportunities, and (12) starting your career.

Recent changes in the job market and a paucity of current occupational research and information made it necessary to also secure occupational information from local employers and agencies via telephone and letter correspondence. Although this effort was helpful, the data gathered had rather limited utility, thus national and state occupational information were preferred over local data. In some instances local agencies were able to provide information about salary ranges and employment outlook; this information was used only as a guide and the salary ranges and employment outlook information presented in the CEM were conservative estimates.

Considerable discussion among project staff was also required to reach agreement concerning the type of occupations to be included in the Career Education Manual. A major concern of all project staff was the level of training required by the occupations. Although few adult farmworkers are likely to complete coursework leading to a professional occupation, for instance, the staff deemed it advisable to include some vocations in each job cluster that require college education. This was done for two major reasons. First, the aspirations of farmworkers in the past have too often been limited by educational institutions, ostensibly because of a desire to

⁴Published by The Institute For Research, Chicago, IL, 1978.

provide only realistic alternatives. Second, some adult education programs are aimed at young adult farmworkers who often go on to college after completing a high school equivalency program.

Another consideration in the selection of the 10 occupations for each cluster was the job market outlook. It was important that the selection of occupations be based on their projected employment viability. Occupations which do not have a good market prospect were not included in the Career Education Manual.

Only five occupations were described in detail for two (Marketing and Distribution and Marine Science) of the 15 job clusters because these areas are highly technical and usually require an extended period of training. The 140 occupations described in the Career Education Manual are as follows:

1. Agriculture

Agriculture Commodity Grader
Agriculture Quarantine Inspector
Agriculture Technician
Agronomist
Cellar Foreman
Farm Advisor
Farm Equipment Mechanic
Farm Labor Supervisor
Farm Manager
Nurseryman

2. Manufacturing

Bookbinder and Bindery Worker
Furniture Upholsterer
Jeweler
Lithographer
Patternmaker
Sewing Machine Operator
Sheet Metal Worker
Tool-and-Die Maker
Watchmaker-Repairer
Welder

3. Marketing & Distribution

Fashion Merchandising Specialist
Food Distribution Specialist
Foreign Trade Specialist
Management Specialist
Marketing Research Worker

4. Consumer & Homemaking

Baker
Bartender
Cook and Chef
Customer Service Worker
Home Economist
Homemaker-Home Health Aide
Meatcutter-Butcher
Retail Food Store Manager
Salesperson
Waiter/Waitress

5. Public Service

Administrator
Building Maintenance
(custodians)

6. Personal Service

Appliance Serviceperson
Barber

Counselor
Fire Fighter
Lawyer
Police Officer
Probation Officer
Social Worker
Teacher
Teacher Aide

Car Salesperson
Child and Adult Care Attendant
Cosmetologist
Dry Cleaner
Embalmer and Mortician
Guard and Watchman
Insurance Agent and Broker
Real Estate Agent or Realtor

7. Health

Community Worker
Dental Assistant
Dental Laboratory Technician
Dentist
Dietician and Nutritionist
Medical Assistant
Physical Therapist
Physician
Radiologic (X-ray) Technologist
Registered Nurse

8. Recreation

Apartment Manager
Camp Counselor
Center Director
Coach
Hotel and Motel Manager
Recreation Grounds Supervisor
Recreation Leader
Recreation Therapist
Special Activities Supervisor
Travel Agent

9. Fine Arts & Humanities

Actor/Actress
Architect
Commercial Artist
Dancer
Display Worker
Drafter
Floral Designer
Interior Designer
Musician
Photographer

10. Communications

Central Office Installer
Line Installer-Repairer
Linguist, Translator, Interpreter
Mail Carrier
Newspaper Reporter
Printer
Technical Writer
Television and Radio Announcer
Telephone Operator
Telephone Service Representative

11. Transportation

Airplane Mechanic
Airplane Pilot
Air Traffic Controller
Flight Attendant
Local Transit Bus Driver
Locomotive Engineer
Long Distance Truck Driver
Parking Attendant
Railroad Conductor
Taxicab Driver

12. Construction

Asbestos & Insulation Worker
Brick Mason
Carpenter
Cement Worker
Electrician
Glazier
Lather
Operating Engineer
Painter
Tile Setter

13. Business & Office

Bookkeeper
Cashier
File Clerk
Librarian

14. Environment

Conservation Worker
Fish and Game Warden
Forester
Forestry Technician

Office Machine Operator
 Postal Clerk
 Receptionist
 Shipping and Receiving Clerk
 Stenographer
 Typist

Geologic Technician
 Landscape Architect
 Park Ranger
 Post Controller
 Sewage Plant Operator
 Surveyor

15. Marine Science

Dock Worker
 Hydrologic Technician
 Oceanographer
 Marine Architect
 Merchant Marine Sailor

An objective of the FWCEP was to develop a bilingual, culturally appropriate, Career Education Manual at a fifth grade reading level in both Spanish and English; it was thus necessary to acquire the services of reading consultants. Two bilingual reading consultants were utilized for a total of five days. Their task was fourfold: (1) to identify an instrument to assess student's language dominance and proficiency level, (2) to administer the instrument to students at two cooperating sites, (3) to write a report summarizing the evaluation results and make recommendations on the style of writing to be used in the 15 USOE monographs, and (4) to assist the development of a monograph in English and Spanish that would serve as a prototype for the writing of the other 14 bilingual monographs. In carrying out this latter task, the consultants were primarily concerned with writing the monograph so that it remained relatively simple to read (5th grade level) and culturally appropriate for the farmworker target group.

The instrument used to assess language dominance and proficiency level was developed by the Border Community College Consortium.⁵ This three-hour language dominance and proficiency test was designed to ascertain student's ability to read and comprehend written Spanish and English as well as a

⁵The Border Community College Consortium Testing Program For Bilingual Students was developed by counselors, teachers, and students from six community or junior colleges in Texas, Arizona, and California. Publication date not available.

mixture of both. Because of its length, only three components of the instrument were used for the purposes of the Farmworker Project. The first component evaluates written English, the second written Spanish comprehension, and the third standard Spanish and English in mixed sentences.

In addition, the consultants developed a questionnaire which determined the student's place of birth, where schooling was obtained, language spoken at home, and educational aspirations. These questions provided additional evidence of language dominance and preference.

The instrument was administered to five students at the Ventura College, Fillmore campus, one of the original cooperating sites, and to four students at the High School Equivalency Program, a participating site.

The sample at Fillmore included three males and two females. Three students were in their early twenties (two males and one female). One female was in her mid-thirties and one male was in his mid-forties. Four were Mexican nationals (two males and two females) and one female was U.S. born. All four students listed their present occupation as "student." The attained educational levels varied; one student had a third-grade education, two students had a ninth-grade education, and two had a twelfth-grade education.

Questions pertaining to the level of comprehension of oral and written Spanish and English revealed that all five students spoke Spanish, four indicated that they spoke English; and one spoke "some" English. Furthermore, four of the students indicated they could read some Spanish whereas only two students answered "some" and "yes" when asked about their English reading ability.

Asked why they attended school the students responded as follows:

1. To learn more and to have a better future
2. To have a better education
3. To learn a profession
4. To progress and to learn more in the future
5. To learn how to get along in life

With respect to vocational and professional aspirations the students responded as follows:

1. Welder
2. Secretary
3. Bilingual Secretary
4. Business
5. Auto Mechanic

The Fillmore student language dominance and proficiency level evaluation showed that the four students of Mexican nationality obtained low English language scores, whereas the U.S. born student had a higher score in English proficiency. The overall low scores on the mixed English and Spanish portion of the test indicated that the students were more receptive to Spanish alone rather than to a combination of English and Spanish. Previous formal training in Spanish was indicated by the high scores obtained by four of the five students in the Spanish comprehension component. As a result of the evaluation, the consultant suggested that instruction be conducted in Spanish according to student's level of education.

Although the Fillmore site was not subsequently utilized in the study, the language assessment study was quite useful in the development and presentation of the Career Awareness Course taught at the Moorpark Bilingual Education Program site which was conducted in Spanish.

The language assessment sample at the HEP site included three males and one female (ages, 17 to 22). Two of the students were U.S. born and two were Mexican born; however, all four had lived most of their life in the U.S. The school attainment level reached by these four students ranged from the 9th to 11th grade. When asked why they decided to attend school their responses were:

1. Try to pick up a career
2. To learn
3. To learn
4. To earn a high school diploma and to gain admission to the university

With regard to vocational and professional aspirations the students

responded as follows:

1. Accountant/Administrator
2. Psychologist
3. Electrician
4. Police Officer

In reference to which language is spoken most frequently at home three responded that Spanish and English are used equally and one indicated that Spanish was used predominantly.

The raw scores on the Border Community College Consortium Instrument indicated that two of the students were functional in both languages. The other two students did not meet functional bilingual standards. These results also certified that a 5th grade English reading level, which had been suggested as the level of comprehension for the Career Education Manual, was accurate.

The reading consultants suggested that the FWCEP use Spanish materials at Moorpark and English materials at HEP. Development of a cluster monograph prototype was assisted by the consultants to ensure the use of appropriate language levels in the writing of the remaining monographs. The Public and Personal Service cluster monographs were developed in English as prototypes, revised into Spanish by the consultants, and used as models in the development of the remaining Spanish and English monographs.

Audio-Visual Materials

The purposes of the audio-visual materials developed by the FWCEP were to provide additional relevant information to complement the information presented in the Career Education Manual and to provide role-models for participating students. It was originally planned to develop a total of thirty video tape recordings (30-minutes in length) in which former farm-workers were interviewed about their current jobs. Furthermore, the original proposal specified that the video tapes would be obtained by interviewing two

former farmworkers (one male and one female whenever possible) for each of the 15 USOE job cluster areas. In addition, interviews were to be conducted in Spanish whenever possible.

During the first phase of the project, the FWCEP consulted with the U.C.S.B. Learning Resources Department regarding the proposed development of the thirty video-tapes. It became apparent from these discussions that synchronized slide-tape recordings (audio-slide presentations) would be more appropriate for the purposes of the study than would video-tapes. Synchronized slide-tape recordings allow for a greater variety of visual exposure while providing the same verbal content, thus enhancing the variety and attractiveness of the materials presented. In addition, since interviewing was done on location very little quality control would have been possible with hand-held, video-tape recording equipment. Furthermore the cost of attaining any measure of quality control under such conditions would have been prohibitive. A request to change the scope of the audio-visual component was submitted and approval was granted during the second quarter of the project.

As a result of this change a total of 18 audio-slide presentations were developed during the project's 20 month period. Although staff had projected 30 audio-visual presentations this was not possible for two major reasons. First, difficulty was experienced in locating women who had moved from farm labor into non-traditional occupations. A search for female role-models during the second through fourth phase of the project identified only seven female role-models. By way of contrast, a similar search resulted in eleven male role-models. The limited opportunities for farmworking women to change occupations was both the crux of the problem addressed by the project and the cause of our difficulty in obtaining female role-models. The second major reason for failing to develop 30 role-model presentations was the limited budget earmarked for the audio-visual materials.

The role-model scripts used in the audio-slide presentations were developed by project staff with limited assistance from the U.C.S.B. Learning Resources Center. Staff from the Learning Resources Center did, however, assist the FWCEP media consultant primarily in the areas of quality control for photography and recordings. Additionally, access to the sound recording booth at the Learning Resources Center was of valuable assistance to our media consultant in the production of the audio-slide presentations.

The interview schedule solicited information about the role-model's occupation and motivation required to succeed. The three major areas of the interview consisted of (1) the role-model's farmworking background, (2) transition from the field to present occupation, and (3) a description of present occupation. The role-model's farmworker background was explained in order that the viewers, themselves campesinos, could relate to the role-model's experiences and hardships associated with being a farm laborer. The role-model explained how s/he made the transition from the field to his/her present occupation to stimulate viewers to realize the need for planning and preparation in different career fields. The interview was designed to provide the viewer with a personal description of the occupation including duties, benefits, changes which affect the future outlook of the occupation and recommendations on how to start a career in the specific occupation.

Once role-models were identified, letters requesting permission to interview and take photographs on the job were sent to the role-models and their employers. With the exception of one employer who did not permit photographs because of security reasons, cooperation was obtained in all cases. The procedure typically included taking pictures of role-models on the job, interviewing them at the job location, and interviewing and photographing them at home.

The interview was usually conducted in English with the intention that

the script would be translated to Spanish and that on a return visit a recording of the role-model reading the Spanish script would be made. The follow-up visits, which were time-consuming and costly were dropped in favor of Spanish narrations by persons available at U.C.S.B. Although this was not as authentic as the original role-model's voice, it did suffice for the purposes of the Project. It was possible to tape Spanish interviews with the original role-models in four instances: Agriculture, Manufacturing, Marketing and Distribution, and Construction clusters.

A typical slide-presentation includes approximately 70 slides and is between 10 - 15 minutes in length. Each presentation includes a music track with either Mexican, salsa or jazz mixed into the personal interview. Only two of the slide-presentations, the Agriculture and Manufacturing clusters, have been synchronized with a tone system which coordinates the audio- with the visual components.

It was necessary to secure a release statement from each role-model interviewed in order that the project or the funding agency would not be liable for future payment to role-models for their efforts in the production of the slide-presentations. The release form also obtained permission from each role-model to allow the slide-presentation to be shown to farmworkers enrolled in vocational planning classes.

Feedback of the career courses offered at both cooperating sites indicated that the audio-slide presentations were the most enjoyable aspect of the course. Posttest results also indicate that the slide-shows served as an excellent motivational and informational source for the students.

Curriculum Guide

The purpose of the curriculum guide is to assist instructors who plan to teach the Farmworker Career Education Course in a bilingual mode (Spanish-English) to adult farmworkers returning to formal educational/vocational training.

The guide provides 19 unit plans for teaching the course using the Interactive Learning Process (ILP) instructional method (See the entire curriculum guide in Vol. II). The suggested teaching strategy, ILP Model, acknowledges that motivation, drives, and emotions are factors required to realize achievement of cognitive behaviors correlated with career maturity. The model's components consist of four parts: stimulus, involvement, feedback, and closure. The ILP Model can be easily adapted to a small group counseling situation and thus lends itself to subject matter and instructional content in the areas of personal growth, decision making, exploration of vocational interests, and choosing a career.

The Career Education Manual, described in an earlier section, serves as the primary instructional resource for the Career Education Course. The curriculum guide integrates the content of the Career Education Manual with a teaching format that relies heavily upon student discussion and interaction.

The four Introductory unit plans were designed to orient students to the course by providing farmworker history, describing the world of work and discussing the importance of personal awareness and self-assessment in career planning. Each of these unit plans contain a set of exercises matched to the objectives of the unit. These introductory units are of crucial importance in conducting the course for farmworkers because they are aimed at building confidence, cooperation, sense of pride, and direction for the occupational cluster units which follow.

Unit plans 5 - 19 are standardized to reflect instructional activities considered to be optimal for the exploration of the 15 USOE job clusters. A standard set of activities were developed using the role-model interview format as structural guides. A total of seven activity questions generated directly from these interviews, serve as the basis for the exercises in the

presentation of the occupational clusters.

The curriculum guide was developed to accommodate the entire instructional content of the career awareness course within 45 hours. It further suggests that a class size of 20 students, a classroom with moveable chairs, the availability of slide projector, screen, and cassette tape recorder are desirable for the successful implementation of the Career Education Course.

CHAPTER 3

COOPERATING SITES

The project proposal called for the implementation and testing of the curriculum materials at three cooperating sites: HEP program in San Luis Obispo, the Fillmore-Piru Campus of Ventura College, and the Campesinos En Progreso program in Guadalupe, California. However, due to the termination of services by the latter two programs it was not possible to implement the career education course at these sites as originally planned. Implementation was successfully achieved at the former site and arrangements were made to test the bilingual career curriculum materials at an alternate second cooperating site, the Moorpark Bilingual Education Program (BEP) (Site #2). Although the study originally planned to work at sites with available subjects, this could not be accomplished at BEP. The BEP experimental and control group students had to be recruited by the project administrator. This was accomplished by soliciting farmworkers in on-going classes and encouraging volunteers to enroll in an evening career course. The staff's personal relationship with the BEP directors and site staff was essential in obtaining the required cooperation for the study. Without the extra efforts exerted in the area of public relations, successful implementation at the BEP site would not have been possible.

The HEP director (Site #1) was very receptive to the study from the outset and no major problems were encountered. A description of each of the two cooperating sites is presented below.

Site 1: High School Equivalency Program

The High School Equivalency Program (HEP) is located at and associated with the California State University at San Luis Obispo. Originally funded (1968-1972) by the Office of Economic Opportunity, funding was transferred

to the Department of Labor (DOL) in 1973. HEP is currently funded under Title III, Section 303, Migrant and Seasonal Farmworkers Programs. The DOL funding for HEP remains on a year-to-year basis; it is classified as a categorical program. The current budget is \$432,000.00 per year. Approximately 30 percent of this annual budget is earmarked for the Cal Poly Foundation which acts as HEP's trustee and provides accounting, audio-visual, tutoring, and other support services.

The physical plant for the HEP program is a self-contained classroom, dormitory facility. All administrative and instructional offices are located within the same building.

The programmatic objectives of the HEP program encompass recruitment, instruction, counseling and placement of students.

The recruitment of students is carried out in the major agricultural valleys of California (Salinas, San Joaquin, Imperial and Central Coast) and Southern Nevada. HEP staff members make personal visits to these farm districts to search for potential students, identify candidates, complete a preliminary assessment of their educational needs, document the need, and make preparations for their acceptance into the HEP program. A minimum of three contacts are made with each successfully recruited student, including a home visitation to explain the program to the student's parents.

Eligibility for the HEP program is determined according to the following criteria:

1. Students must be between 17 and 24 years of age.
2. Students must have left high school prior to obtaining a diploma.
3. Students must be able to demonstrate that they are citizens or legal residents of the United States.
4. Students must have personally earned a minimum of 51 percent of

their annual income for the preceding year as a migrant¹ or seasonal² farmworker. Alternatively, they must be a member of a household which meets prespecified income requirements.³

In short, the students who participate in HEP must be young adults, high school drop-outs, who have received a major portion of their personal or familial income during the preceding year from farm labor.

HEP's primary instructional objective is to provide training and testing in General Educational Development (GED) so that the participants may earn a high school diploma. A head teacher is responsible for coordinating the instructional program in each of the five GED content areas: (1) mathematics, (2) social sciences, (3) natural sciences, (4) English grammar, and (5) literature. Classes in each of these five content areas are required in addition to basic study skills and reading instruction. Student progress is evaluated with the GED exam, which consists of five subtests corresponding to the five instructional foci. Students successfully complete the HEP

¹Migrant farmworkers are those who (a) left their homes temporarily overnight to engage in farmwork in a different county within the same state or in a different state with the expectation of returning home, or (b) had no usual place of residence and engaged in farmwork in two or more counties during a yearly period. Alternatively, a migrant worker is a person who normally moves from one place to another in order to secure work.

²Seasonal farmworkers are those who are personally employed in farmwork, or dependents of families which engaged in farm labor for part of a year. Part-time employment is defined as holding one or more farm-related job in the preceding 12 months which lasted a minimum of 25 days, but not more than 150 days at any one establishment.

³Student personal or familial income must not exceed the following scale:

<u>Number in Family</u>	<u>Annual Income Maximum</u>
1	2970
2	3930
3	4890
4	5850
5	6810
6+	7770

program by obtaining a minimum combined score of 225 points on the five subtests, with no single subtest score being below 35.

The major emphasis of the HEP program is to prepare students to pass the GED examination. However, the project staff also includes a head counselor who provides the students with information, training, and counseling relevant to college preparation, resumé writing, interviewing skills, and job application procedures. In addition, a high level of personal contact and interest is expressed by the entire HEP staff as demonstrated by frequent formal and informal guidance provided to the students.

During the time period of the Career Education Course implementation the HEP staff included the following roles:

1. Coordinator
2. Head Counselor
3. Math Coordinator
4. Social Science Coordinator
5. Natural Science Coordinator
6. English Coordinator
7. Literature Coordinator
8. English as a Second Language Coordinator
9. Head Resident

In addition, volunteers and part-time employees from the State University assisted the staff in providing services to the students.

Site 2: Bilingual Educational Program

Located in Moorpark, California, the Bilingual Education Program (BEP) has served the Spanish-speaking community of Ventura County since 1974. During this five-year period, the breadth of services offered by BEP has expanded significantly. Prior to the creation of BEP it became apparent that there was a need for instruction in English as a second language for young mothers with

low educational and economic backgrounds so that they could help their children with their school work. BEP was formed as a response to this observed need. A number of agencies made significant contributions to the opening of BEP including the Catholic Social Services, Moorpark Drop-In Center, Moorpark College, Chicano Studies department, and Simi Mental Health.

Since its preliminary activities BEP has become more diversified to meet the needs of other groups who were also in need of educational services, adult farmworkers and unemployed or under-employed persons. The number of courses offered has increased from 9 in 1974 to over 35 in 1979. College credit for bilingual classes are now offered in sixteen subject areas (Chicano Studies, Business, Sociology, English and Spanish instruction, Speech, Mathematics (elementary through Algebra), Cinema, Automobile Service and Repair, Clothing Construction, Career Development, Theatre, Psychology, Anthropology, Political Science, History, and Physical Education).

The BEP facility is open from 8:00 a.m. to 10:00 p.m., Monday through Friday and is a self-contained structure which includes: three classrooms, one lab room, study area, two bathrooms and an office. There are four sources of funds which support BEP: (1) student enrollment which generates part-time instructors by the allocation of full-time equivalent positions to the Social Science Division, administering agency for BEP; (2) Vocational Educational grants (VEA) support the consumer education, secretarial, and electronic training components; (3) qualified E.O.P. students are provided financial aid and E.O.P. also contributes 50 percent of the BEP coordinator's salary; and (4) CETA provides a full-time secretary to BEP. BEP's budget fluctuates because it is based on student attendance and allocations from outside agencies.

During the implementation of the Career Education Course the BEP staff included the following roles:

1. Administrator

2. Coordinator
3. Counselor
4. Teachers
5. Secretary

All staff members hold appropriate teaching, counseling, or administrative credentials and are certified through the office of the Community College Chancellor.

During the implementation of the career education course, 53 day-students and 60 night-students participated in BEP. Both groups are characterized as limited English-speaking. Specifically, the day-students include 20% severely limited-, 70% limited-, and 10% English-speaking. The night-students as a group show a different pattern which includes 80% severely limited-, 15% limited-, and 5% English-speaking. The age of participants ranges from 21 - 55 years of age with the day program participants being younger. More females attended day activities, while equal numbers of males and females attended the night program.

The day program has had better attendance primarily because it attracts homemakers and unemployed persons. The night program which includes many farmworkers, has had less favorable attendance figures. Whereas many of the day-time students are unemployed and some on welfare, the night-time students are predominantly field laborers. Both groups were generally characterized as being members of large households of low socio-economic status.

Overall, BEP currently receives excellent support, an indication that it is meeting the identified educational needs of the Moorpark Spanish-speaking population.

Although goals and objectives are not formalized, the four major objectives of BEP in priority order appear to include:

1. To provide English-based instruction including English as a

Second Language to limited English-speaking students.

2. To provide vocational preparation by offering skill training.
3. To provide students with a liberal arts education which will enhance their social, economic and political awareness.
4. To offer students courses which will enable them to transfer to a major educational institution and pursue a higher degree.

CHAPTER 4

METHODS

Evaluation Design

The impact of the career education course/materials on the adult campesinos' measured self-esteem, career maturity, educational and vocational aspirations, and knowledge of occupational information was evaluated by using a pretest/posttest control group design (Gay, 1976; Stanley & Campbell, 1963; Van Dalen, 1973). It should be noted that the research design originally suggested in the project proposal was a Solomon four-group design which would have controlled for the contamination effects of pre/posttest interaction (Campbell & Stanley, 1963). It was not possible to utilize this evaluation design at either of the cooperating sites. At the High School Equivalency program the site administrator deemed it necessary to include all students enrolled in the program for morale reasons. At the second implementation site, Bilingual Education Program, there were not enough campesinos enrolled in the program to generate the four experimental groups necessary to complete a Solomon design. For these reasons, it was decided that a pre/posttest control group design would provide the most useful program evaluation information.

A pretest/posttest control group design is a true experimental design which controls for all significant confounding variables (personal history, maturation, testing, instrumentation, regression, selection process, mortality, selection interactions, and repeated measures) with the exception of pretest/treatment interaction effects. However, it is based on the assumption that random assignment of students to the experimental and control groups is

possible; thus ensuring that the effects of extraneous variables will be random (their effects cancel out) across treatments (career courses) and controls.

Pictorially this design as applied in the present study is as follows:

Site	Group	Pretest	Career Course	Posttest
Site 1	Experimental	yes	yes	yes
	Control	yes	no	yes
Site 2	Experimental	yes	yes	yes
	Control	yes	no	yes

Unfortunately, the experimental conditions inherent in a truly experimental design could not be maintained due to administrative policy in effect at the cooperating sites at the time of the study. The experimenters were not able to either randomly assign individual students or intact instructional groups to the experimental or control conditions. The control group at the HEP site, in fact, had to be drawn from a waiting list of applicants to the HEP program. For this reason, the design actually implemented must be recognized as a preexperimental design, the ability of which to control for extraneous variables, such as maturation and history, is undetermined. A major shortcoming of this evaluation design is that it does not permit the assumption of intergroup homogeneity with respect to the evaluation criteria to be made prior to the implementation of the program.

The use of the above evaluation design was necessitated by instructional constraints at each implementation site. Unfortunately, this design places rather severe restrictions on the conclusions which can be gleaned from the program evaluation component of the study. In addition, it was not possible to isolate the potential benefits of the career education materials from the confounding effects of the on-site educational/training programs, which the

students received concurrent with the career education course. It should be noted, however, that once it was known which students would act as experimental and control group subjects, random assignment to instructors was made to control for possible experimenter bias.

In addition, the question of which statistical procedure is the most valid and efficacious in the evaluation of the pre/posttest design is problematic. The commonsense, and often used method of evaluating change which has occurred between pre- and posttest measurement is to take the arithmetic difference between the pre- and posttest scores and compare the gains made by the experimental students to the control group students. Such procedures, however, are contraindicated due to a variety of measurement considerations. First, raw gain scores are affected by the regression phenomenon. That is, individuals who score at the extreme ends of the scale on the pretest are more likely to obtain scores on the posttest which are closer to the grand mean. Second, the error measurement at each evaluation time results in a highly attenuated reliability of raw change scores. While some recent literature has suggested that raw change scores do have some potential utility (Reynolds & Gentile, 1978) the prevalent consensus is that raw change scores are not reliable measures of change (Lord 1956, 1958, 1963; McNemar, 1969; Cronbach & Furby, 1970).

An alternative evaluation statistic which could be used is the Analysis of Covariance (Elashoff, 1969) in which the pretest scores are used as the covariate. This procedure, however, makes a number of assumptions regarding the equivalence of experimental and control groups and randomization which cannot be made in the present study. Similarly, the adjustments of posttest scores through a linear regression of pretest scores (in effect the analysis is carried out on the residuals of the posttest when the linear effects of the pretest are extracted) require assumptions which cannot be made given the

factors influencing the recruitment and participation of students in the programs at each cooperating site and the actual assignment of students to experimental and control groups.

For the above reasons it was decided to analyze pre- and posttest scores separately using Dunn's Procedure (Hays, 1973). The pre- and posttest mean scores of the experimental and control groups on each of the evaluation (dependent) variables were compared separately. An evaluation of the pretest scores provides a test of the equivalence of the groups, while comparisons of the posttest scores provides a test of the impact of the career education course. Inasmuch as the probability of making a type 2 error (that is, reach the conclusion that the materials are not effective when in fact they are) would be more serious for the present study than in basic educational and psychological research, an experiment-wise error tolerance level of .10 was selected. This alpha level was divided among the set of t-tests used to compare experimental and control group mean scores on the pre- and posttests.

In addition to the primary evaluation using Dunn's Procedure, secondary analyses were completed to determine the characteristics of the students who appeared to benefit the most from the career education course and to obtain student satisfaction feedback concerning their perceived utility of the course materials and instructional procedures.

Measures

The following is a detailed discussion of the development and selection of the questionnaire used to evaluate the impact of the Career Education Course on campesinos' self-esteem, career maturity, educational and vocational aspirations, and knowledge of occupations.

Background Information

The objective of the Background Information portion of the pretest (Section 1) was to obtain detailed descriptive information about the partici-

pants in the study. The Background Information Section (Appendix A) consisted of questions pertaining to the following student characteristics:

1. Ethnic Identity
2. Generation
3. Educational History
4. Bilingualism
5. Language Preference
6. Occupational background of parents

Inasmuch as the questions which pertain to the measurement of #2 through #6 can be readily gleaned from a perusal of the pretest questionnaire, no further discussion of the measurement of these demographic characteristics will be given. A brief discussion of the ethnic identity scale, however, is in order.

The ethnic identity of the participants was measured by (1) having them choose from among a set of alternatives the ethnic label they most preferred and (2) by their responses to a modified version of the Ethnic Identity Scale (Furlong, Atkinson & Casas, 1979). The Ethnic Identity Scale (EIS), developed by Carlos and Padilla (1974), evaluates the strength of commitment an individual has toward his/her Mexican heritage and culture. Questions in the EIS focus on the perception of prejudice, friendship preference, and cultural affirmation. The modified version of the EIS consists of 15 items and is equally balanced for positive and negative statements about Mexican heritage and culture. Responses are made using a 4-point Likert scale (0 = strongly disagree, 3 = strongly agree producing, thus, a total score of 0 to 45). Higher scores indicate stronger affirmation of Mexican heritage and culture.

Career Maturity Inventory

The following discussion of the Career Maturity Inventory (CMI) draws heavily on Crites (1978). Both the vocationalization psychodynamic approaches

of Roe and Super and the Trait-Factor approach of matching people and their traits with occupations form the framework around which the CMI was developed. It has at its foundation the concept that individuals go through a career-development process as they grow older, and Crites refers to the concept of vocational sophistication as career maturity. Most importantly for the purposes of the present project evaluation, it is clear that "...vocational maturity, a central criterion of career education, is modifiable and that treatment effects (curriculum experiences in this instance) can advance their process (Herr & Enderlein, 1976, 237-238)."

The CMI consists of an attitude scale (A-1), a counseling form of the attitude scale (B-1), and 5 subtests which measure the following career competencies: self-appraisal, occupational information, goal selection, planning ahead, and problem solving. Each of these scales will be discussed in some detail, and inasmuch as the entire inventory was not used in the project's evaluation, the rationale for the inclusion or exclusion of items will be presented.

CMI: Attitude Scales -- The original attitude scale (A-1) of the CMI was developed as a general measure of the career maturity of an individual. Consisting in its final format of 50 true-false items, balanced for first and third-person pronouns, it has been described as particularly appropriate for use as an evaluation inventory for career education classes and has been employed in this capacity on a number of occasions (Crites, 1976; Dillard, 1976).

Form A-1 of the attitude scale was designed to include items related to (1) involvement in the choice process, (2) orientation toward work, (3) independence in decision making, (4) preference for career choice factors, and (5) conceptions of the choice process. While no subscale scores are computed for this inventory, the total positive score (summation of all scoring direction responses) has been found to be monotonically related to age and grade level. The reliability of this form varies from grade level to grade level (range

.65 to .84) but has an acceptable mean internal consistency reliability of .74. The stability of the scale theoretically should be low due to the developmental nature of the construct being measured. The test-retest reliability coefficient of .71 obtained for students in grades 6 through 12 appears to give enough flexibility to measure developmental changes yet allow for the accurate assessment of changes which may be due to the presentation of a career education course.

The validity of the instrument has been established in a number of ways. The construct validity was verified through the ratings of item content by expert judges who obtained a validity coefficient of .74. Unfortunately, the criterion reference validity of the inventory has not been sufficiently established and further work is continuing. A very encouraging sign is that several studies reported in the test manual demonstrate that the inventory is not susceptible to the effects of a systematic response bias.

The validity studies completed to date have been cross-sectional. A more appropriate analysis would be to do a longitudinal analysis of changes in career maturity; however, some complications become immediately apparent here. The scale, as it is developed now, would lose its applicability if given to the same population over an extended period of time. Additional research is necessary on the development of alternate forms before the validity of the CMI is firmly established.

All in all, however, the validity of the CMI appears to be well founded in the literature. While there are some aspects of validity for which additional information is needed before verification can be assured, the CMI does appear to be a valid means of assessing that which it purports to measure -- career maturity and development.

Even given these limitations, it is important to note that the CMI has been used to measure the effect of what Crites (1978) refers to as, "experi-

mental-intervention manipulations." Crites suggests that there have been two legitimate approaches used to improve an individual's measured career maturity; personal counseling (Asbury, 1968; Bovee, 1967) and structured career education courses (Hamdani, 1977; Swails & Herr, 1976). The present investigation was designed to evaluate the effect of an intervention of the latter category. In this regard it should be noted that high scores on the CMI attitude scale have been shown to be positively correlated with aspects of vocational training and vocational success, a relationship central to the goals and objectives of the present project.

An alternate form of the attitude scale has been recently developed (Crites, 1978) and has been labeled, Counseling Form (B-1). This revision of the attitude scale consists of 75 items also in a true-false format. This revised scale consists of all the items found in form (A-1) with an additional 25 items found to be useful in the measurement of career maturity. A particular advantage of the revised form (B-1) is that the subscales of the tests have been structurally formalized to include specific items. For the purposes of the present evaluation it was decided that the more extensive information provided by the counseling form (B-1) with its subscale structure made it a logical choice over the (A-1) form. Due to the decision not to use external norms to evaluate the scores obtained by the project's student participants, and in the interest of shortening the length of the pre- and posttests, it was decided to use only those 47 items of form (B-1) (range 0-47) which comprised the following career maturity subscales: (1) decisiveness, (2) involvement, (3) independence, (4) orientation, and (5) compromise.

Subsequent revisions in the final form of the inventory were made after permission was obtained from the publisher. These revisions included: (1) while the CMI is written at the 6th grade reading level changes were made in the wording of several items to make them less ambiguous and more appropriate

for the campesino population employed in the present study; (2) all items were independently translated for those students wishing to take the pre- and posttests in Spanish. All other aspects of the suggested inventory administration were strictly followed, including the true-false response format.

Because attitude scale B-1 has only been recently published, no reliability or validity information is currently available for it. It is rather safe to assume, however, that inasmuch as form B-1 contains all of the items found in form A-1 and is 50 percent longer, the reliability and validity coefficients for form B-1 will be as high or higher than those reported for form A-1.

CMI: Competency Scales -- The CMI contains 5 additional tests, each of which contains 20 items, and form the competency portion of the inventory.

The five tests include:

1. Self Appraisal
2. Occupational Information
3. Goal Selection
4. Planning Ahead
5. Problem Solving

The five competency scales thus consist of 100 items designed to evaluate career choice competencies. With regard to the present study, several problems were encountered in the use of the competency tests. First, the amount of reading required for the return of data was very unfavorable, given the time constraints of the testing procedure. Second, many of the items were written for high school students and were not appropriate for the young adult and adult campesino populations in the present study. Third, the information gleaned for three of the subtests (Self Appraisal, Occupational Information, and Goal Selection) overlapped with other evaluation instruments used in the study (Tennessee Self Concept Scale, Career Education Survey, and Career

Aspiration Survey). Therefore, only portions of two of the subscales were included for assessment purposes in the present study. The two subscales included are described below.

The objective of the planning ahead test is to assess the extent to which an individual can conceptualize the sequential steps necessary to carry out a career decision. It should be noted that some research has demonstrated the importance of decision-making and planning in career maturity and the need to engage in sequential steps when making a career decision. In this regard the questions in the career maturity inventory ask the respondent to order the steps necessary for a person to develop a career in different fields of work. The ordering usually takes the form of:

- a. obtain training
- b. gain employment
- c. advance in the field of work.

The reliability of this subtest is quite acceptable with a range of .82 to .90 (internal consistency measure K-R 20) for the seven grade levels in the original normative sample. The reliability coefficient of .90 for the twelfth graders, perhaps more representative of the campesinos in the present study in terms of age, is also quite acceptable.

For the purposes of the present investigation, one-half of the items from the planning test of the CMI were randomly sampled and included in the pre- and posttest (Range 0-10).

The basic premise underlying the decision making test is that the ability to cope with the problems that arise in the development process of career decision making is an indicator of career maturity. The subjects are presented situations in which a person is experiencing a developmental career task, and they are asked to indicate from a list of alternative solutions the one which they think is the best for the person. The questions usually present solutions

which use compensation, consultation, denial, compliance, or don't know as resolutions to the career dilemma.

Internal consistency coefficients for this test are the lowest of the five competency tests, nonetheless, coefficients were found to be quite acceptable (.80) for a twelfth grade population.

Once again, one-half of the items were randomly chosen from this subtest to achieve the goal of streamlining the evaluation questionnaires while retaining the underlying assessment design (range of scores 0-10).

To accommodate the subject's preferring to answer the evaluation questions in Spanish, it was necessary to translate the 20 items selected from the Planning Ahead and Problem Solving tests into Spanish. This task was completed independently by two staff members after permission was received from the publisher.

Table 1 presents a graphic summary of the specific items included in the pre/posttest from the Career Maturity Inventory -- Attitude Scale B-1, Planning Ahead, and Problem Solving.

Tennessee Self Concept Scale

The Tennessee Self Concept Scale (TSCS) is a psychometric instrument which measures self-esteem. It is multidimensional in nature and has been used with many different populations and for a wide age range. This scale has been translated into Spanish and used in cross-cultural research (de Alvarez, 1967; 1969).

The original item pool for the TSCS was derived primarily from three unpublished doctoral dissertations and self-statements made by clients in counseling. Items were rated by expert judges for both content and positive/negative wording, and the 90 items which received 100 percent agreement by all judges were included in the final form of the scale. The 90 items comprising the scale can be categorized into 15 clusters based upon the matrix derived by crossing 3 personality types (Identity, Satisfaction/Acceptance, Behavior)

Table 1.

Items Selected From the Career Maturity Inventory for Inclusion in the Farmworker Career Education Project Program Evaluation.

Attitude Scale	Item numbers	Range of scores
A. General Form A-1	NOT INCLUDED	
B. Counseling Form (B-1)		
1. Decisiveness	1, 3, 16, 18, 31, 33, 46, 48, 61, 63	0-10
2. Involvement	4, 6, 19, 21, 34, 36, 49, 51, 64, 66	0-10
3. Independence	7, 9, 22, 24, 37, 39, 52, 54, 67, 69	0-10
4. Orientation	10, 12, 25, 27, 40, 42, 55, 57, 70, 72	0-10
5. Compromise	13, 15, 28, 30, 43, 58, 73	0- 7
C. Competency Tests		
1. Self Appraisal	NOT INCLUDED	
2. Occupational Information	NOT INCLUDED	
3. Goal Selection	NOT INCLUDED	
4. Planning Ahead	62, 63, 66, 67, 69, 70, 75, 78, 79, 80 (10 items excluded)	0-10
5. Problem Solving	82, 84, 85, 87, 92, 93, 95, 96, 99, 100 (10 items excluded)	0-10

and 5 question content areas (Physical, Moral-Ethical, Personal, Familial, Social). In addition, there is a self-criticism scale consisting of 10 items from the L scale of the MMPI.

Numerous clinical and research scale indicators are derivable from the TSCS. For the purposes of the present study, however, the total P (positive) scores was felt to be most relevant. This summary indicator is the sum of all positive responses. Fitts (1965) describes the P score as the single most important evaluation scale. Furthermore, it is a good indicator of an individual's global sense of self-worth.

The overall test-retest reliability of the scale is excellent. The Rtt for the P (positive) index is .92. The Rtt of all other indexes are between .60 and .91 with a majority of them being above .75. All in all, the reliability, or more importantly for the purposes of our program evaluation, the stability of these scores is high. This allows researchers to conclude that changes in a subject's self-esteem is due to the career education course and not to chance fluctuation in their sense of self-esteem.

The content validity of the TSCS is also very favorable. As mentioned above, each item was included in the scale only if it received 100 percent classification agreement by the expert judges. Furthermore, the discriminant validity of the scale appears to be quite good. A comparison of performances on the TSCS, the Minnesota Multiphasic Personality Inventory, and the Edwards Personal Preference Scale show the TSCS to have a moderate level of concurrent validity.

The norms for the TSCS were developed on a sample of 626 adults of varying age, race, sex, and educational backgrounds. The author claims that the scale is not affected by these variables or by socio-economic status. The development of new norms has not proceeded because the reporting of the distributions of scores for other samples has not indicated large deviations from the distri-

bution of scores for the original normative group. The mean score obtained by the normative group on the total positive scale (the scale used in the evaluation of the career education course) was 345.57 with a standard deviation of 30.70.

Revision of the Tennessee Self Concept Scale - As called for in the original proposal, all evaluation instruments to be used in this study were screened for cultural relevance. While the authors of the TSCS state that the variables of race, socio-economic status, and ethnicity have no impact on the validity of the items, a perusal of the instrument by project personnel suggested a need for rather extensive revision. Also, although the publishers do mention that a Spanish version of the scale has been developed, they were unable to provide a copy of the Spanish translation for the project. Therefore, it became necessary to independently translate the items.

The original evaluation objectives of this study indicated that the scores of the participants would not be compared to any inappropriate norms. The norms for the scale as previously noted, were developed on a small normative group which did not include any campesinos. For this reason, it was decided at an early date that no attempt would be made to restrict the project to using the entire scale for the measurement of the student's self-concept. Initial reviews of the scale by the project staff also generated additional concern that the content of some of the items were not culturally appropriate.

After securing permission from the publisher of the scale (Counselor Records and Testing), the development of a revised form of the scale began. The development proceeded in the following manner:

1. A list of all 100 items comprising the scale were given to 5 members of the project staff to be independently evaluated. Each of the raters was instructed to evaluate the items according to their cultural appropriateness for farmworkers. Each item was ranked on a scale

from 1 (absolutely inappropriate, should be excluded) to 5 (definitely appropriate, should be included). The raters were instructed to keep in mind that the items to be selected were to be the best possible for the evaluation of self-esteem in the project population and should be sensitive to the experiences and values of the campesinos.

2. After the rating of the items was completed and the evaluation given to each item was tabulated, a list of items on which a minimum of 4 of the 5 raters gave an appropriateness rating of at least 4 was generated. Any disagreements concerning the rationale for the inclusion of any one item were discussed with all 5 raters until consensus was reached. This process resulted in the selection of 62 items from the original 90 self-concept content items in the scale. All ten of the self-criticism items were excluded from the revised version of the scale due to the low rating given to them by all five raters. Three alternate items were included in the culturally appropriate scale at this point.

This selection process resulted in the selection of 62 items from all of the subscales, but with greater emphasis placed upon the personal (15), familial (15), and social (13) aspects of the self-concept. In comparison, the raters felt that the items which tapped the individual's physical (9) and moral-ethical (10) aspects of the self-concept were not as culturally appropriate for the project population.

The selection of the items by item category also showed that the raters gave greater preference to the items which tapped actual behavioral components of self-concept (29 items selected) and less preference for identity (19 items selected) and acceptance (14 items selected) components of the self-concept.

More specifically, only one item in each of the areas of physical acceptance and moral-ethical acceptance were chosen to be included in the final self-concept questionnaire. The consensus of the raters was that these items were not culturally appropriate for the population being investigated and that in many cases would either alienate the campesinos or offend them. Inasmuch as the primary purpose of this investigation was to develop culturally-appropriate career education materials, and to provide meaningful and effective career counseling to campesinos, it was decided to exclude these items from the project evaluation instrument. It was the opinion of the research staff that the acceptance items were the most value biased.

In summary, this process resulted in the selection of 62 items from the Tennessee Self-Concept Scale. For the sake of balance, 3 items (previously selected as alternates) were added to the scale resulting in a self-concept scale of 65 items.

The number of items in each subscale area was: Physical (9), Moral-ethical (10), Personal (16), Familial (15), and Social (14). The maximum number of items for each subscale area was 18. A breakdown by the item categories showed all 30 behavioral items to be included, half (15) of the acceptance items, and two-thirds (20) of the identity items. The total number of positive scoring direction items selected was 36. A total of 29 negative scoring direction items were selected. Each of these items were then independently translated into Spanish by two staff translators.

Upon subsequent development of other parts of the instruments to be used in the FWCEP evaluation it was found that it was necessary to further reduce the number of items in the scale to insure the pretest could be completed in the optimum time, thus increasing the likelihood of obtaining valid measurements. It was decided to randomly select approximately one-half of the 65 items in the originally revised scale for use in the pre/posttest. The under-

lined numbers on Table 2 correspond to the Tennessee Self Concept Scale item numbers included in the evaluation questionnaire. The revised form of the TSCS which was actually used in the program evaluation contained 35 items. The number of items in each of the content subscale areas was: Physical (5), Moral-ethical (7), Personal (8), Familial (8), and Social (7). A breakdown of the items by self-concept type showed that one-half (15) of the behavior items were included; about one-third of the identity (11) and Acceptance (9) items were included.

The even balance for positive and negative items (18 positive and 17 negative) and the balanced sampling of items from each of the two-dimensional categories are good indicators that the revised form of the TSCS is representative of the original scale and is a useful tool for the evaluation of the campesinos' self-esteem.

The presentation of the revised scale included the same response scale categories as the original scale: (0) completely false, (1) mostly false, (2) partly false and partly true, (3) mostly true, and (4) completely true. The resulting range of the total positive score (summation of all item scores corrected for scoring direction) on the revised TSCS questionnaire was 0 to 140.

Career Education Survey

The purpose of the Career Education Survey (CES) was to assess the knowledge, skills, interests, and education levels associated with each of the 15 USOE job clusters. This project-developed evaluation questionnaire was written at a fifth grade level and was based upon the material covered in the career education manual and the career model slide presentations. In short, the psychometric objective of the CES was to evaluate the effectiveness of the Career Education Course as a means of transmitting information about the 15 USOE job clusters.

Table 2

Two-dimensional Item Presentation of the Tennessee Self Concept Scale Indicating Items Selected by the Project Raters as Culturally Appropriate.

Self Concept Content Area	Self Concept Type											
	Identity	N-	N+	Acceptance	N-	N+	Behavior	N-	N+	Total	N-	N+
Physical	<u>1,2</u>	0	2	<u>9</u>	0	1	<u>13,14,15</u> <u>16,17,18</u>	3	3	9	3	6
Moral-Ethical	<u>19,20,21,</u> <u>24</u>	1	3	<u>26</u>	0	1	<u>31,32,33,</u> <u>34,35,36</u>	3	3	11	4	7
Personal	<u>37,38,39,</u> <u>40</u>	1	3	<u>43,44,45,</u> <u>46,47,48</u>	3	3	<u>49,50,51,</u> <u>52,53,54</u>	3	3	16	7	9
Family	<u>55,56,57,</u> <u>58,59,60</u>	3	3	<u>61,64,66</u>	2	1	<u>67,68,69,</u> <u>70,71,72</u>	3	3	15	8	7
Social	<u>73,76,77,</u> <u>78</u>	3	1	<u>79,80,81,</u> <u>84</u>	1	3	<u>85,86,87,</u> <u>88,89,90</u>	3	3	14	7	7
Self-Criticism	91-100 not included											
Total		8	12		6	9		15	15	65	29	36

*All underlined items were included in the short form of the culturally appropriate TSCS. These items were randomly selected from each cell of the two-dimensional framework. The short form of the scale included at least one item from each of the cells and was evenly balanced for positive (18) and negative (17) items.

In order to proceed systematically in the development of this questionnaire, an attempt was made to develop a set of global instructional objectives which would provide a framework for the subsequent development of items. In consultation with the project staff, it became clear that the major instructional objectives fell into three major categories:

1. Cluster content -- goals related to the transmission of information pertinent to each of the 15 USOE job clusters.
2. Occupations Content -- goals related to the transmission of information pertinent to each of the 10 specific occupations presented for each of the 15 USOE job clusters.
3. Motivational content -- goals directed towards helping students realize the need for and importance of farmworkers filling openings in each of the 15 USOE job clusters.

Specific and general instructional goals were also developed for each of the three general instructional objectives. The resulting two by three cross-classification resulted in six instructional objectives:

1. Cluster content general -- students should be able to provide a definition of each USOE occupational cluster presented.
2. Cluster content specific -- assist students increase their knowledge of common traits of the 10 occupations in each USOE cluster.
3. Occupations content general -- assist students define each of the 10 occupations presented in the 15 USOE clusters.
4. Occupations content specific -- assist students increase their understanding of entry requirements and working conditions related to each of the 10 occupations in a cluster.
5. Motivational content general -- assist students perceive a greater need for ex-farmworkers in many occupations, across all clusters.

6. Motivational content specific -- assist students increase their own personal level of aspirations vis-à-vis each cluster and to perceive an increased number of occupations as realistic and viable.

These six instructional objectives were used to guide the development of unit quizzes which en toto comprised the Career Education Survey. Altogether 19 unit quizzes were developed, one each for the four introductory units and for the 15 USOE cluster units. (See Appendix G). Inasmuch as the motivational impact of the Career Education Course was already being evaluated by the Career Aspiration Survey, more emphasis in the Career Education Survey was given to instructional objectives 1 through 4 than 5 and 6.

Due to time constraints, it was not possible to administer the entire CES to the students. It was therefore decided to randomly select 40 items from the unit quizzes for inclusion in the posttest version of the CES (See Appendix C). The survey format consisted of true-false, multiple choice, fill-in, and matching items. In the final form of the posttest, the 40 items which evaluated the instructional objectives were dispersed among other evaluation items. This was done to make the items seem less like a test and more like a part of the general course evaluation.

The total number of items answered correctly was used as the Career Education Score. Scores on this scale are reflective of the information individuals have about the USOE clusters and the jobs within each cluster. The range of scores on this scale was 0 to 40.

In addition to the evaluation of the six instructional objectives, the CES consisted of items requesting student feedback and evaluation. Student feedback for the Career Education Course included global and specific evaluations of the (1) slide presentations, (2) career monographs, and (3) Career Education Course in general. More specifically, the feedback items in each

of these three areas included:

1. Slide presentations -- students evaluated on a five-point scale the helpfulness, usefulness, clarity, and realism of the slide shows of the career models (Post, I, 26-29). In addition, a global evaluation was completed (Post, I, 34), and the students indicated what they liked best about the slide shows (Post, I, 48) and which career model was the best (Post, I, 53).
2. Career Monographs -- the evaluation of the monographs consisted of items identical in content to those used for the slide presentations (Post, I, 30-33, 35, 47).
3. Career Education Course in General -- overall satisfaction with the course was determined by asking the students to indicate what they liked most and least about the program (Post, I, 49, 50).

Student feedback and satisfaction was also evaluated after each class presentation through the use of the Feedback and Closure questions (see Appendix I). Of particular relevance were two items on this form which asked the students to rate on a five point scale the quality of the teachers' presentation and the material used in the presentation.

Career Aspiration Survey

The final program evaluation instrument developed for the present investigation was the Career Aspiration Survey (CAS). The CAS was specifically developed for the purpose of the present study and sought to measure the impact of the career education course on the vocational and educational aspirations of the students. The CAS consisted of 10 items which measured (1) educational goals, (2) occupational goals, and (3) career planning expectancies. Questions in each of these three content areas were developed to evaluate ideal educational and occupational objectives, and realistic educational and occupational objectives. As per the stated objectives of

this study, the questions were used to develop the following career aspiration indices:

1. Real/Ideal Education Aspirations -- comparison of the stated actual and ideal education objectives of each student. Is there a gap between ideal and realistic expectancies? Do ideal and actual educational aspirations change as a result of being in the career education course?
2. Career Choice Efficacy -- a measure of the student's perception of controlling their vocational process. Does the sense of control over career development change as a result of participating in the program?

Materials/Instructor Evaluation

Feedback from the participants in the CEC were solicited through a variety of questions included in the Career Education Survey (see Appendix C). One type of question asked the subjects to rate the helpfulness, clarity, utility and realism of the career education monographs and the slide presentations of role models. In addition, global ratings of content, and teacher performance were obtained from the subjects on a session by session schedule.

The goal of this evaluation component was to obtain some measure of the potential consumer satisfaction of campesinos for the Career Education Course.

Procedures

In general, a Career Education Course was offered at both cooperating sites to one group of students while another group of students acted as a waiting list control group. Each group was pre- and posttested. Whereas the original evaluation design outlined in the project proposal called for the random assignment of students to either one of the two study conditions, it became apparent prior to the implementation of the career education course

that instructional and administrative constraints at each site would not permit such a procedure. At the HEP implementation site it became necessary to offer the career education course as an addition to the already extensive program. The on-site administrator became concerned that this added workload, if not shared by all students, would have a negative impact on their morale. In the interest of fairness, the administrator wanted to ensure that all students had the opportunity to experience the course and also that no one individual student felt unfairly burdened with an additional workload. It therefore became necessary to include all of the HEP students in the Career Education Course and the control group was composed of applicants to HEP who were placed on a waiting list.

Similarly, at the BEP implementation site the only students available for participation in the Career Education Course were intact instructional groups. Due to time scheduling constraints it was necessary to implement the Career Education Course with a night class. The control group was comprised of day-program students.

Due to the severe constraints non-random assignment places upon the conclusions which can be gleaned from the evaluation, last-minute attempts were made to obtain additional implementation sites. Unfortunately, it was not possible to identify an additional implementation site which would allow for greater experimental flexibility with respect to the assignment of subjects to experimental conditions. The specific implications non-random assignment had for the evaluation will be addressed in greater detail in Chapter 6.

While the researchers were aware of the severe restrictions placed upon the program evaluation by the above factors, it became necessary to implement the Career Awareness Courses due to time constraints imposed by the project funding period and by class schedules at each implementation site.

The specific aspects of the eventual course implementation and pre- and post-test evaluations for both implementation sites are presented below.

Site 1: High School Equivalency Program

In August, 1978 a letter was sent to all prospective students considering enrollment in the HEP program within the next six-month period. The letter asked the students to indicate their preference for entering the program either in the Fall Quarter, 1978 or in the Winter Quarter, 1979. All of those students who indicated that they preferred to enroll in January, 1979 were assigned to the control group while all those students who entered the program in late September, 1978 constituted the experimental group. At the time the students made their decisions concerning time of entering the HEP program they had no knowledge of the career education program.

Pretesting -- In September, 1978 a letter was sent to all control group subjects requesting that they attend an orientation for the HEP program. A one-way bus ticket was included with the announcement to ensure that all subjects arrived at the HEP site at the designated time. (The return ticket was given to the students after the orientation). During the orientation period time was set aside for the administration of the pretest questionnaire. The administration was completed by the Farmworker Career Education staff. The subjects were given the option of taking either a Spanish or an English version of the questionnaire. In all cases a bilingual proctor was available to answer any questions the subjects had. Altogether 19 subjects completed the pretest for the control group.

In addition, in early October, 1978, a prospective student visiting the HEP program was administered a pretest by the head counselor at HEP. This student, who subsequently enrolled in the program in January, 1979, was included in the control group.

The pretesting of 55 students enrolled in HEP during Fall Quarter, 1978,

was completed at the first regularly scheduled Career Education Course meeting in early October, 1978.

Posttesting -- On January 12, 1979 the Research Coordinator returned to the HEP site and completed the posttesting of the control group subjects (who had subsequently enrolled in HEP) during their first week in the program. Of the original 20 subjects in the control group, only 13 actually enrolled in HEP. Posttest questionnaires were mailed to the remaining 7 control subjects, who could not be evaluated at HEP, requesting they be completed and returned to the Farmworker Project in pre-addressed, stamped envelopes. Ultimately three of these individuals returned completed questionnaires. Completed and usable pre- and posttests were therefore obtained for 16 control group subjects (9 English and 7 Spanish versions).

The posttesting of the students participating in the Career Education Course was completed on November 15, 1978 during the last regularly scheduled class session. Only 42 of the original 55 experimental subjects were present to complete questionnaires. Forty-one usable questionnaires were obtained (36 English and 5 Spanish versions). Of the remaining 13 students who were not present for the posttest a number were dismissed from the program for disciplinary reasons, while others had already successfully terminated the HEP program with a GED certificate.

Experimental Treatment: Career Education Course -- The Career Education Course consisted of 14 three-hour sessions (total class time = 42 hours) held over a seven-week period from October 3, 1978 to November 13, 1978. The sessions were held on Monday and Wednesday nights from 7:00 p.m. to 10:00 p.m. in classrooms large enough to accommodate twenty students. Although attendance was not taken at each class session the evaluation feedback sheets which were circulated at each meeting indicated that attendance was at 75% or better throughout the course.

The teaching strategies used were the Interactive Learning Process (ILP Model), the lecture method and a combination (ILP Model and lecture method used on an equal alternating basis). In all cases the curriculum presentation reflected the procedures outlined in the curriculum guide (See Volume II).

Although it was not possible to randomly assign the students to the experimental or control conditions, random assignment of students to one of the three career education classes was completed. Assignment of subjects was completed with the constraint that approximately equal numbers of ESL and high and low readers would be assigned to each section of the career course. The three counselor-curriculum specialists who taught the course were randomly assigned to one of the three sections and then rotated among sections every four sessions. This was done to reduce the effect individual differences among the instructors might have on the outcome.

Site 2: Bilingual Education Program (BEP)

Whereas little difficulty in obtaining subjects was encountered at HEP, some difficulties were encountered in obtaining subjects at The Bilingual Education Program site. BEP students commute from their homes on a regular basis to participate in self-selected activities. This fact dictated that students in intact instructional units would serve as the subject pool for the study. After some initial scheduling difficulties were rectified, arrangements were made with the BEP administrator to conduct the Career Education Course during Tuesday and Thursday evenings from November, 1978 to January, 1979. Scheduling constraints dictated that the Career Education Course be offered to the students who elected to register for BEP's Self-Awareness Course. In addition, arrangements were made with the Moorpark College counseling staff to identify a group of campesino students attending day classes during the Fall semester, 1978 to serve as a control group.

Pretesting -- In November, 1978 the head counselor at Moorpark College

identified three day classes in which a number of adult campesinos were enrolled. Prior to the selection of subjects for the control group an attempt was made to match control subjects to experimental subjects based on economic and social characteristics. While the control subjects were primarily Spanish-speaking with low educational attainment (similar to experimental subjects), it should be noted that a number of differences between the night (experimental) and day (control) subjects were found (see description of subjects).

Altogether, 17 students enrolled in the three day classes completed the pretest questionnaire (13 English and 4 Spanish versions). The pretesting of the control subjects was completed in two separate administrations by the Moorpark College counseling and BEP staffs after receiving instructions and training from the FWCEP staff.

The project administrator visited three BEP night courses in October, 1978 to inform adult campesinos that a Career Education Course would be offered by the FWCEP. Subsequently, 19 students elected to enroll in the Career Education Course. Pretesting of these subjects was completed in two administrations (November 21 and 28, 1978) with the FWCEP administrator acting as proctor.

Posttesting -- Posttesting of the control group was also completed by the Moorpark College and BEP staff. Administration of the posttest was completed during the final examination period at the college. As a result of this timing conflict, only 8 completed posttest questionnaires were obtained from the group administration. Subsequently, questionnaires were mailed to the remaining 9 subjects who had completed a pretest requesting them to complete and return the posttests. Three subjects complied with this request. Completed pre- and posttests were therefore obtained for 11 control group subjects.

Posttesting of the adult campesinos participating in the Career Education Course was completed on January 30 and February 6, 1979. A total of 14 subjects

completed the posttest: Five of the original experimental subjects were unable to complete a posttest because they had either moved to Mexico or dropped out of BEP for undisclosed reasons.

Experimental Treatment: Career Education Course -- The experimental group students consisted of all adult campesinos enrolled in English as a second language (ESL) and Chicano Studies classes conducted at the Moorpark Bilingual Center. Course instruction commenced on November 14, 1978 and ended on January 25, 1979. During this eleven-week period, a total of 17 sessions, totaling 25.5 hours, of classroom instruction were held. The project administrator acted as the instructor of the course, due to a personnel shortage, and conducted the course in Spanish to accommodate the language preference of the students. Instruction was completed using the ILP Model at the Bilingual Center in a classroom setting. Throughout the CEC the curriculum presentation reflected the procedures outlined in the curriculum guide.

Overall, student attendance was generally above 80 percent. A factor related to this positive attendance figure was that each student received 2 units of college credit from BEP for successfully completing the course; this additional motivating factor was not available at the HEP site.

It should be noted that none of the experimental or control subjects were exposed to any career education/awareness programs other than the project course. As noted in the site descriptions, BEP is primarily ESL and academically oriented.

Subjects

Following is a description of the adult campesinos who participated in the field testing of the Career Education Course/materials.

Site 1: High School Equivalency Program

The characteristics of the 41 experimental and 16 control group students who participated in the study are presented in Table 3. A perusal of the

Table 3.

Demographic Characteristics of the HEP Career Education Students and Control Group.

Characteristic		Experimental Group (n = 41)	Control Group (n = 16)
Age:		18.2 ¹ (1.9) ²	17.6 ¹ (1.4) ²
Sex:	Male	58.5%	87.5%
	Female	41.5%	12.5%
Place of Birth:	Mexico	36.6%	37.5%
	California	53.7%	37.5%
	Other	9.7%	25.0%
Education:	0-9	4.8%	12.5%
	10-11	87.8%	81.3%
	NR	7.4%	6.3%
Ethnic Label Preference:	Mexican American	31.7%	18.8%
	Chicano	34.1%	50.0%
	Mexican or Mexicano	24.4%	18.8%
	Other	9.7%	12.6%
Language:	Bilingual (Spanish)	39.0%	25.0%
	Primarily Spanish	17.1%	0.0%
	Primarily English	26.8%	43.8%
	Mono-English	17.1%	6.3%
	Mono-Spanish	0.0%	25.0%
Ethnic ID Scale Score:	(Range = 0-45)	25.5 ¹ (6.3) ²	27.3 ¹ (5.2) ²
Planned a Career:	Yes	36.6%	40.0%
	No	34.1%	60.0%
	Not Sure	29.3%	0.0%
Planning a Career is Important:	(Range = 0-5)	4.3 ¹	4.8 ¹
Occupation Father:	Farmwork	53.7%	68.8%
	Non-Farmwork	46.3%	31.3%
Occupation Mother:	Farmwork	41.5%	50.0%
	Non-Farmwork	31.7%	6.3%
	Housewife	26.8%	43.8%

¹ Mean

² Standard deviation

NR=No Response

table indicates that, in general, the students in the two groups had similar demographic characteristics. Both experimental and control group students were homogeneous with respect to age, place of birth, previous education, ethnic identification, having previously planned a career, and in their indication of the importance of planning a career.

Some differences between the subjects in the experimental and control groups were, however, noted with respect to the following background variables:

1. The experimental group had disproportionately fewer males than the control group, 58.5 percent and 87.5 percent, respectively.
2. There was some difference in preferences for an ethnic identifying term. While the largest percentage of subjects in both groups showed a preference for the term "Chicano", a larger proportion of the experimental group than the control group indicated they preferred to be called "Mexican Americans", 31.7 percent and 18.8 percent, respectively.
3. Language usage also differed between experimental and control group students. One-quarter of the control group were monolingual Spanish-speakers, whereas none of the experimental group spoke only Spanish. In addition, a larger proportion of the experimental group were bilingual (Spanish-English) when compared to the control group, 39.0 percent and 25.0 percent, respectively.
4. Finally, control subjects were more likely to come from families in which the father and mother were currently engaged in farm labor than were experimental subjects.

Site 2: Bilingual Education Program

The characteristics of the 14 experimental and 11 control group students

who participated in the study are presented in Table 4. The subjects, in general, had similar background characteristics with respect to age, place of birth, measured ethnic identity, and occupation of father and mother. In addition, subjects in both groups were predominately monolingual (Spanish), and/or primarily Spanish-speaking.

Some differences between subjects in the experimental and control groups were noted with respect to the following variables:

1. The experimental group was comprised of a larger proportion of males than the control group. In fact, there was only one male in the control group.
2. It appears that the experimental group also had less attained education than the control group. A total of 42.9 percent of the experimental group subjects had less than four years of formal education; this compares to only 9.1 percent for the control group.
3. Preference for ethnic label identifier also differentiated between the two groups with the experimental group subjects showing a greater preference for the label "Mexican or Mexicano" (78.6 percent) than the control group subjects (45.5 percent).

Site 1 versus Site 2 Subjects

In comparison to the students at Site 1 (HEP), the students at Site 2 (BEP) were:

1. Older (41.7 years versus 18.0 years);
2. more likely to have been born in Mexico (88.0 percent versus 38.5 percent);
3. more likely to prefer the ethnic label "Mexican or Mexicano" (64.0 percent versus 22.8 percent);
4. more likely to be at least primarily Spanish-speaking (76.0

Table 4.

Demographic Characteristics of the BEP Career Education Students and Control Group.

Characteristic		Experimental Group (n = 14)	Control Group (n = 11)
Age:		41.7 ¹ (13.3) ²	40.7 ¹ (9.5) ²
Sex:	Male	42.8%	9.1%
	Female	57.1%	90.9%
Place of Birth:	Mexico	92.9%	81.8%
	California	0.0%	9.1%
	Other	7.1%	9.1%
Education:	0-3	42.9%	9.1%
	4-9	42.9%	81.8%
	10-12	14.2%	9.1%
Ethnic Label Preference:	Mexican American	21.4%	18.2%
	Chicano	0.0%	0.0%
	Mexican or Mexicano	78.6%	45.5%
	Other	0.0%	36.4%
Language:	Bilingual	7.1%	9.1%
	Primarily Spanish	7.1%	36.4%
	Mono-Spanish	64.3%	45.5%
	NR	21.4%	9.1%
Ethnic ID	(Range 0-45)	25.7 ¹ (4.4) ²	25.7 ¹ (6.3) ²
Planned a Career:	Yes	14.3%	45.5%
	No	64.3%	36.4%
	Not Sure	21.4%	18.2%
Planning a Career is Important:	(Range 0-5)	4.1 ¹	3.4 ¹
Occupation Father:	Farmwork	64.3%	81.8%
	Non-Farmwork	35.7%	18.2%
Occupation Mother:	Farmwork	0.0%	9.1%
	Non-Farmwork	7.1%	9.1%
	Housewife	92.9%	81.8%

¹ Mean

² Standard deviation

NR = No Response

versus 19.3 percent);

5. less likely to have had a mother who engaged in farm labor
(4.0 percent versus 43.9 percent);
6. more likely to have had less than four years of formal education
(84.0 percent versus 7.0 percent).

Taken together, the above differences very clearly indicate that the students at each implementation site were quite different with respect to a number of important background characteristics. This fact renders inter-site comparisons of the students' performances inappropriate.

CHAPTER 5

RESULTS

This chapter describes the impact of the Career Education Course on the adult campesinos' measured career maturity, decision making, planning ahead, self-esteem, occupational optimism, and occupational information. Implications of the data analysis will be presented in Chapter 6, Conclusions.

Site 1: High School Equivalency Program

Means and standard deviations obtained by experimental and control groups on pre- and posttests for career maturity, decision making, planning ahead, self-esteem, and occupational optimism are presented in Table 5. In addition, the mean and standard deviation obtained by each group for the career education survey (posttest only) is presented in Table 5. The primary analysis completed on these data were multiple t-tests, controlling for experiment-wise error by using Dunn's procedure¹. An alpha level of .10, selected as an acceptable experiment-wise error, was allocated equally to the set of 5 experimental-control group comparisons for the pretest, and the 6 experimental-control group comparisons for the posttest. Pretest comparisons were non-directional, whereas, the posttest comparisons were directional, consistent with the hypothesis that the experimental subjects would obtain higher posttest scores than the control subjects on each criterion measure.

Pretest comparisons provide an indication of the homogeneity of the

¹In passing it should be noted that a number of researchers inappropriately complete multiple t-tests and report alpha levels which do not control for experiment-wise error. In this case, for example, if the traditional alpha level of .05 were used, the experiment-wise error of the pretest comparisons would be some indeterminable probability between .05 and .25. In addition, the researchers used Dunn's procedure rather than multivariate analysis (Hotellings T²) because it provides more substantive information.

Table 5.

Pretest & Posttest Means and Standard Deviations for Selected Evaluation Variables for the HEP Experimental and Control Groups.

Evaluation Variables	Score	PRETEST					POSTTEST				
		Experimental		Control		t^1	Experimental		Control		t^2
		M	SD	M	SD		M	SD	M	SD	
Career Maturity (CMI)	0-47	29.2	6.3	25.2	6.4	2.15	33.4	6.8	29.1	7.9	2.03
Decision Making (CMI)	0-10	5.5	1.6	4.0	1.3	3.25*	5.5	1.4	5.8	1.6	-.74
Planning Ahead (CMI)	0-10	6.3	1.8	5.8	1.6	1.13	6.6	1.9	5.9	2.7	1.12
Self-Esteem (TSCS)	0-140	95.8	12.6	83.4	12.0	3.40*	99.9	14.9	92.7	10.7	1.77
I will get the job I want	0-4	1.9	0.8	1.6	0.5	1.37	1.6	0.7	1.9	0.6	-1.50
Career Education Survey	0-40	--	--	--	--	--	24.5	6.5	20.6	4.4	2.24**

1 pooled variance; non-directional

2 pooled variance; directional

* $P < .01$

** $P < .02$

df = 50 for all comparisons

experimental and control groups prior to the implementation of the CEC. These comparisons were necessitated by the fact the true random assignment was not possible at HEP. The results of this analysis reveal that with respect to decision making and self-esteem the two groups were not similar at pretesting. The mean scores on these two criterion variables indicate that the experimental subjects score significantly higher on measures of decision making and self-esteem. Furthermore, while statistically significant differences were not found for career maturity, the experimental subjects' mean score was some 4 points higher than the control subjects'.

At posttesting the significant differentials between the two groups for decision making and self-esteem were not maintained. In relation to both criterion variables on which the two groups differed at pretesting the control group appeared to show changes proportionately larger than the experimental group. It should be noted, however, that the experimental subjects did obtain a mean score on the Career Education Survey which was significantly higher than the control subjects, 24.5 and 20.6, respectively.

Additional analysis of the impact of the CEC on measured educational aspirations (see footnote, Table 6) revealed that the experimental subjects showed a significant change in aspirations (Table 6); whereas, the control subjects showed no change (Table 7). The direction of the change indicated that a number of the experimental subjects had either higher ideal, and/or actual educational aspirations at the conclusion of the CEC than at pretesting.

In general, the satisfaction of the experimental subjects with the curriculum materials developed for use in the CEC was very positive. Both the career model slide presentations and the career education monographs received positive global evaluations, 4.0 and 3.9, respectively (5-point scale). Evidently, the students thought both the slides and monographs were somewhat more clear and realistic than helpful and useful, although ratings in all

Table 6.

Comparison of Pre- and Posttest Actual and Ideal Educational Aspirations for Students in HEP Career Education Course.

Educational Aspirations	Pretest	Posttest	Total
Same - Low	16	5	21
Realistic - Lower	2	5	7
Realistic - Higher	2	4	6
Same - High	21	27	48
Total	41	41	82

$$\chi^2 = 8.46^{(3)}, p < .05$$

Realistic = Amount of education really expect to receive.

Ideal = Amount of education would ideally hope to receive.

Low = at most, only finish program currently enrolled in.

High = Obtain additional vocational or educational training (e.g. 4-year college).

Same-Low = Realistic and Ideal Educational Aspirations are both low.

Realistic-Lower = Realistic Educational Aspirations are lower than the Ideal Aspirations.

Realistic-Higher = Realistic Educational Aspirations are higher than Ideal Aspirations.

Same-High = Realistic and Ideal Educational Aspirations are both high.

Table 7.

Comparison of Pre- and Posttest Actual and Ideal Educational Aspirations for HEP Control Group Students.

Educational Aspirations	Pretest	Posttest	Total
Same - Low	2	2	4
Realistic - Lower	4	2	6
Realistic - Higher	4	3	7
Same - High	6	9	15
Total	16	16	32

$\chi^2 = 1.40, (3), p = n.s.$

Realistic = Amount of education really expect to receive.

Ideal = Amount of education would ideally hope to receive.

Low = At most, only finish program currently enrolled in.

High = Obtain additional vocational or educational training (e.g. 4-year college).

Same-Low = Realistic and Ideal Educational Aspirations are both low.

Realistic-Lower = Realistic Educational Aspirations are lower than the Ideal Aspirations.

Realistic-Higher = Realistic Educational Aspirations are higher than Ideal Aspirations.

Same-High = Realistic and Ideal Educational Aspirations are both high.

Table 8.

HEP Students' Evaluation of the Slide Presentations and Career Education Monographs Used in the Career Education Course, Mean Ratings and Standard Deviations.

Evaluation Rating Dimension	Slides		Monographs	
	M	SD	M	SD
Helpful	3.7	1.1	3.8	1.1
Useful	3.5	1.2	3.5	1.3
Clear	4.0	1.1	4.0	1.1
Realistic	4.3	1.0	4.0	1.0
Global Rating	4.0	0.9	3.9	0.7

N = 41

Rating Scale range - 1 to 5

categories were essentially positive. All mean ratings are presented in Table 8.

Confirmation of the positive feedback received from the subjects is reflected in the session-by-session mean ratings (5-point scale) given to the instructors and the CEC content which are presented in Table 9. All mean ratings were between 3.6 (content, session 7) and 4.5 (Instructor rating, session 8). In general, a majority (55 percent) of the weekly mean ratings were 4.0 or higher.

Site 2: Bilingual Education Program

Separate analyses of the mean scores obtained by the experimental and control subjects on measures of career maturity, decision making, planning ahead, self-esteem, occupational optimism, and Career Education Survey on pre- and posttests were completed. The same procedure of utilizing multiple t-test comparisons and Dunn's procedure described above was used as the primary analysis. The data are presented in Table 10.

Comparisons of experimental and control groups at pretesting also reveals that the two study groups could not be considered homogeneous with respect to two criterion variables. At BEP however, the experimental subjects scored significantly lower on measures of career maturity and decision making than the control subjects, 14.5 versus 22.1, and 3.2 versus 4.9, respectively. In addition, the experimental subjects appeared to obtain a lower self-esteem score, although not statistically significant. It is apparent, therefore, that the experimental and control groups showed some significantly different pre-experimental characteristics with respect to the major evaluation variables.

Subsequent comparisons of the mean scores obtained at posttesting reveals that the experimental subjects made proportionately greater gains than control subjects on all criterion variables evaluated at pretesting. Gains made by the experimental subjects in measured career maturity, self-esteem, and planning

Table 9.

HEP Students' Evaluation Ratings of Teacher Performance and Class Content,
Mean and Standard Deviation for Each Instructional Session.

Session	Ratings					
	Instructor			Content		
	M	SD	N	M	SD	N
1	*	*	*	*	*	*
2	4.4	0.8	41	4.2	0.9	41
3	4.1	0.7	32	4.1	0.9	34
4	3.7	1.0	26	3.8	0.9	24
5	3.8	0.9	41	3.7	1.1	41
6	4.0	0.8	41	3.6	1.0	41
7	4.0	0.9	41	3.7	1.0	41
8	4.1	0.9	38	3.6	1.2	39
9	4.5	0.7	36	4.2	1.0	38
10	4.1	0.8	40	3.7	1.0	37
11	4.2	0.8	20	4.2	0.9	17
12	4.2	0.7	27	3.7	1.0	28

* No evaluations were completed
Rating Scale range 1 to 5

Table 10.

Pretest and Posttest Means and Standard Deviations for Selected Evaluation Variables for the Bilingual Education Program Experimental and Control Groups.

Evaluation Variables	Score Range	PRETEST				t^1	N	POSTTEST				t^2	N
		Experimental M	SD	Control M	SD			Experimental M	SD	Control M	SD		
Career Maturity (CMI)	0-47	14.5	6.6	22.1	5.6	-2.96*	22	21.6	7.4	26.6	6.1	-1.74	22
Decision Making (CMI)	0-10	3.2	1.4	4.9	1.6	-2.82*	23	3.8	1.9	4.8	1.9	-1.34	22
Planning Ahead (CMI)	0-10	3.9	2.0	3.2	2.4	0.75	20	4.9	2.1	3.3	1.6	1.97	22
Self Esteem (TSCS)	0-140	91.0	10.4	98.5	10.7	-1.75	23	99.0	15.5	100.9	12.8	-0.33	23
I will get the job I want	0-4	2.1	0.6	1.7	0.8	1.23	23	2.1	0.8	1.4	0.5	2.01	21
Career Education Survey	0-40	--	--	--	--	--	--	24.0	5.8	14.5	5.8	4.09*	23

1 pooled variance; non-directional

2 pooled variance; directional

*p < .01

ahead are particularly encouraging, although no comparisons were statistically significant.

An extremely promising outcome of the posttest evaluation is that the experimental subjects scored significantly higher than the control subjects on the Career Education survey, 24.0 and 14.5, respectively.

No changes were found for either the experimental or control group subjects with respect to the participants' measured educational aspirations. These data are presented in Tables 11 and 12.

The satisfaction of the experimental subjects with the Career Education Course was almost uniformly positive as revealed in Table 13. Global ratings of 4.4 and 4.5 (5-point scale) were obtained for the career model slides and career monographs, respectively. Ratings of complete satisfaction were received from a large majority of the subjects with respect to the slides' and monograph's helpfulness, usefulness, clarity, and realism. The extremely positive evaluation given the Career Education Course by the campesinos is also reflected in the session-by-session ratings shown in Table 14. On three occasions, the campesinos unanimously gave perfect ratings of 5.0 to the Career Education Course instructor or content. Furthermore, no ratings less than 4.0 were obtained.

Secondary Regression Analysis

When it became apparent to the researchers that true random selection and assignment of subjects would not be possible, secondary statistical analyses of the data were planned. It was decided to complete an exploratory step-wise regression analysis in an attempt to identify subject characteristics most closely associated with high scores on the Career Education Survey.

To achieve this goal, a step-wise multiple regression, with the total CES score as the predicted variable, was completed using the following set of predictor variables:

1. Total Ethnic Identity Scale Score
2. CMI-Decision Score, pretest
3. Ethnic label preference, (other = 0; Chicano = 1)
4. CMI, Planning Ahead Score, pretest
5. Education, (0-9 = 0; 10-11 = 1)
6. Sex (female = 0; male = 1)
7. Age (16-20 = 0; 21-55 = 1)
8. Tennessee Self Concept Score, pretest
9. Place born (0 = USA, 1 = Mexico)
10. Ever planned a Career (0 = no; 1 = yes)

As shown above several of the predictor variables were dychotomized (dummy) prior to completion of the analysis. The variables are listed in the order of their inclusion in the multiple regression equation.

The set of ten predictor variables accounted for a total of 22.7 percent of the observed variance in the CES scores. It should be noted that the first four variables accounted for the largest proportion of the total R^2 , 20.1 percent. Because the R^2 is so small, and the regression equation is optimized for the present sample, definitive conclusions are not possible. The data do suggest, however, that individuals with a strong sense of ethnic identity and high decision making and planning ahead career competencies are somewhat more likely to benefit from the CEC as far as the acquisition of career information is concerned.

Table 11.

Comparison of Pre- and Posttest Actual and Ideal Educational Aspirations for Students in the Bilingual Education Program Career Education Course.

Educational Aspirations	Pretest	Posttest	Total
Same - Low	5	7	12
Realistic - Lower	4	1	5
Realistic - Higher	3	4	7
Same - High	2	2	4
Total	14	14	28

$\chi^2 = 2.28 (3), p = n.s.$

Realistic = Amount of education really expect to receive.

Ideal = Amount of education would ideally hope to receive.

Low = At most, only finish program currently enrolled in.

High = Obtain additional vocational or education training (e.g. 4-year college).

Same-Low = Realistic and Ideal Educational Aspirations are both low.

Realistic-Lower = Realistic Educational Aspirations are lower than the Ideal Aspirations.

Realistic-Higher = Realistic Educational Aspirations are higher than Ideal Aspirations.

Same-High = Realistic and Ideal Educational Aspirations are both high.

Table 12.

Comparison of Pre- and Posttest Actual and Ideal Educational Aspirations for the Bilingual Education Program Control Group Students.

Educational Aspirations	Pretest	Posttest	Total
Same - Low	3	8	11
Realistic - Higher	1	1	2
Realistic - Lower	3	1	4
Same - High	4	1	5
Total	11	11	22

$\chi^2 = 5.07 (3), p = n.s.$

Realistic = Amount of Education really expect to receive.

Ideal = Amount of education would ideally hope to receive.

Low = At most, only finish program currently enrolled in.

High = Obtain additional vocational or educational training (e.g. 4-year college).

Same-Low = Realistic and Ideal Educational Aspirations are both low.

Realistic-Lower = Realistic Educational Aspirations are lower than the Ideal Aspirations.

Realistic-Higher = Realistic Educational Aspirations are higher than Ideal Aspirations.

Same-High = Realistic and Ideal Educational Aspirations are both high.

Table 13.

BEP Students' Evaluation of the Slide Presentations and the Career Education Monographs Used in the Career Education Course, Mean Ratings and Standard Deviations.

Evaluation Rating Dimension	Slides		Monographs	
	M	SD	M	SD
Helpful	4.7	0.5	4.6	0.8
Useful	4.5	0.9	4.8	0.4
Clear	4.8	0.4	4.8	0.8
Realistic	4.7	0.5	4.7	0.6
Global Rating	4.4	0.6	4.5	0.5

N = 14

Rating Scale range = 1 to 5

Table 14.

BEP Students' Evaluation Ratings of Teacher Performance and Class Content,
Means and Standard Deviations for Each Instruction Session.

Session No.	Ratings					
	Teacher			Content		
	M	SD	N	M	SD	N
1-6	*	*	*	*	*	*
7	4.0	1.5	6	4.8	0.4	6
8	4.3	1.6	6	4.8	0.4	5
9	4.2	1.5	7	4.8	0.4	6
10	*	*	*	*	*	*
11	5.0	0.0	2	4.5	0.7	2
12	4.8	0.4	9	5.0	0.0	9
13-14	*	*	*	*	*	*
15	4.4	0.7	8	4.4	0.7	8
16	4.7	0.5	10	4.6	0.7	10
17	4.4	1.3	10	5.0	(0.0)	11

* No student evaluations were completed
Rating Scale range = 1 to 5

CHAPTER 6

CONCLUSIONS

As a research project, FWCEP's primary objective was to evaluate the effectiveness of bilingual/bicultural career education materials developed for farmworkers. In this chapter the major research findings vis-à-vis the impact of these materials on subjects who participated in the study will be discussed. Factors which may have affected the research outcomes will also be presented. However, the actual and potential impact of the FWCEP encompasses much more than statistical analyses of the effectiveness of the Career Education Course. For this reason the impact of the project on the following areas will also be discussed:

1. The availability of career education materials for farmworkers
2. The cooperating sites
3. The FWCEP staff
4. The community
5. Public policy.

Impact of Career Education Course on Students at Participating Sites

With respect to the statistical analyses of the impact of the Career Education Course on participating students at each site, several encouraging outcomes were observed. First, the experimental subjects at the High School Equivalency Program (HEP) and the Bilingual Education Program (BEP) scored significantly higher on the Career Education Survey (CES) than did the control subjects. Second, the education aspirations of the HEP experimental subjects appeared to be positively influenced as evidenced by a number of subjects demonstrating higher actual and ideal educational aspirations at the posttest

evaluation. These outcomes suggest that the Career Education Course may be an effective instructional procedure for transmitting relevant and useful vocational information to farmworkers. It should be noted, however, that it was not possible to determine the amount of vocational information each student had prior to the experimental period. As shown in Chapter 5, at both HEP and BEP, the experimental and control subjects obtained significantly different mean scores on a number of pretest scales (e.g. TSCS, CMI - attitudes). The differentials at HEP favored the experimental group; thus it might be anticipated that they would also obtain a higher score on the CES. At BEP, however, the opposite pattern was observed with pretest differentials actually favoring the control subjects. Thus, it seems reasonable to assume that the significantly higher CES scores, at least those obtained by the BEP experimental subjects, was primarily due to participation in the Career Education Course.

Due to the difficulties encountered in randomly assigning subjects to experimental and control groups, a secondary statistical analysis was completed using a step-wise multiple regression procedure. These results suggested that students with strong pre-course career competencies may benefit most from the Career Education Course, as far as career information is concerned.

One of the primary hypotheses of the present study was that the Career Education Course, including content in the affective domain, would have a positive effect on the self-concept, career maturity, decision-making, and planning-ahead skills of the participants. Attempts to evaluate the Career Education Course vis-à-vis these criteria, however, did not produce definitive results. No significant differences in the hypothesized direction (experimental group scoring higher) were found for the scales evaluating self-concept, career maturity, or career competencies. While these latter results certainly do not demonstrate the efficacy of the Career Education Course, it would be premature to conclude that positive results will not be obtained under more ideal instruc-

tional conditions. Several factors, which could not be rigorously controlled in the present study, may have influenced the obtained results in indeterminate ways.

First, as mentioned in Chapter 4, the experimenters had little or no control at either site over the recruitment and assignment of students to experimental or control groups. Attempts to determine the similarity between experimental and control groups at each site resulted in a rejection of an equivalence hypothesis for a number of evaluation pretest measures. At HEP, for example, the control subjects were recruited and invited to attend a weekend orientation at San Luis Obispo. Bus fare was provided to these students but only two females actually arrived for the pretesting. It is possible that the families of potential female students were unwilling to allow their daughters to travel alone on the bus to HEP, thus effectively eliminating them from the control group subject pool. Differences between the experimental and control groups resulting from selection biases may also have contributed to the significant pretest differentials observed at both HEP and BEP. As a result, the apparent gains made by the HEP control subjects, for example, may be due to possible regression effects.

Second, every effort was made to administer the pre- and posttests in a standard manner. Differences in the testing conditions for experimental and control subjects, unfortunately, were unavoidable. At HEP, for example, the control subjects were assured that the pre- and posttests were not academic evaluations and did not affect their acceptance to or involvement in HEP. Discussions with students after the pretest revealed that a number of these students believed the Project questionnaire had an impact on their subsequent acceptance to HEP. Likewise posttesting of the control group was completed during the HEP orientation week, a time when numerous placement and evaluation tests were administered to these students. In addition, several control subjects

completed the questionnaires at their homes under unsupervised conditions. These factors may have contributed to a different, perhaps more reliable, evaluation milieu for the HEP control subjects than for the experimental subjects.

Third, failure to find hypothesized differences between the experimental and control groups on variables related to the affective domain (e.g. self-esteem) may have been due to the relatively little emphasis placed on this domain in the design of the Career Education Course. Significant differences in career knowledge between experimental and control subjects were noted at both implementation sites. This finding is perhaps not surprising in view of the fact that 15 of the 19 Career Education Course sessions emphasized career and occupational information. In contrast only four sessions, presented at the beginning of the course, emphasized self-awareness and self-knowledge. If the primary objective of educators who use the Career Education Course materials is self-development in the affective domain, then perhaps more emphasis should be given to topics covered in sessions 1-4 than was possible in the FWCEP field implementations at HEP and BEP.

Whereas the statistical analyses of the Career Education Course impact on the participating students was equivocal, the participants' evaluation of the course was extremely positive. The young adult and adult campesinos who were enrolled in the Career Education Course gave consistently high ratings for the course content, career monographs, audio-slide presentations, and course instructors. These consumer feedback ratings suggest that the Career Education Course materials will be perceived as useful, helpful, clear, and realistic by a majority of young adult and adult campesinos.

Unavoidable differences in the selection of subjects and pre- and posttesting irregularities at both HEP and BEP had an indeterminable effect on the evaluation results. Although definitive determination of the impact of the CEC on farm-workers' self-esteem, career maturity and career competencies awaits further

research, evidence was found in the present study that the bilingual career materials developed were effective in increasing knowledge of career alternatives.

Impact on the Availability of Career Education Materials for Farmworkers

An important outcome of this project was the development of bilingual, bicultural, career education materials written at a fifth grade level for both Spanish- and English-speaking campesinos. Most current career education training practices for farmworkers do not incorporate farmworker history, orientation to the world of work, personal assessment, personal awareness and career information as part of a comprehensive approach to career planning. The lack of these training components in the past may have contributed to the large number of farmworkers who fail to benefit from job training programs. The Career Education Course and its related materials were developed to fill this important career education void. The efforts of migrant and seasonal farmworker programs designed to assist campesinos make the difficult transition to unsubsidized employment should be aided by the Career Education Course materials developed by this project.

Efforts are currently underway to have these materials refined and distributed to adult farmworker programs across the country by a nonprofit organization that will package and distribute the materials at cost. Two agencies, with national distribution capabilities, have been contacted. The National Association of Farmworker Organizations (NAFO), with an established network of 62 farmworker organizations across the country, has expressed interest in the distribution of the career education materials developed by the Project. The National Association for Equal Education Opportunities (NAEEO) was also approached about the possibility of serving as FWCEP's materials marketing and distribution center. Both agencies are considered capable of disseminating the materials so that optimum impact is possible.

In the event that NAFO or NAEEO are unable to reproduce and distribute the materials, it may become necessary to secure copyright privileges so that

the materials can be distributed by a private publishing firm. At the very minimum, the materials will be made available through the Educational Resources Information Center (ERIC).

Impact on Cooperating Sites

The FWCEP included the presentation of a bilingual Career Education Course at two cooperating sites. A total of 57 campesinos received direct instruction by Project staff in career planning and awareness. The information of the Career Education Course coupled with each site's traditional course offerings enhanced student growth and development in both academic and vocational areas. This, in the opinion of site staff members, enriched the overall program offered students and also benefited staff since they became familiar with the project's curriculum, teaching strategies and media presentations.

At the HEP site, the director stated he was convinced his students and staff benefited substantially from the course. Because of HEP's experience with the Career Education Course, plans are presently being implemented to incorporate the course as a standard offering in the program. At the BEP site, the head counselor is also interested in the occupational information generated by the project and intends to incorporate Project materials into personal growth classes currently offered at the college.

Impact on FWCEP Staff

The Project provided full-time or part-time employment for five graduate students in education. The Project administrator, a full-time employee of the Project, was a doctoral student in educational administration. The three counselor-curriculum specialists and the research coordinator worked part-time while pursuing graduate degrees in Counseling Psychology. In addition, four Chicano undergraduate work-study students were employed as translators during the middle and final phases of the project.

Since the project was aimed at the limited English-speaking population, it was appropriate that four of the graduate students were Spanish-speaking Chicanos. The project administrator and several other members of the staff had previous farmworking experience. Thus, the Project actually served to employ and provide a learning experience for former farmworkers. In fact, several staff members satisfied course requirements as a direct result of their work with the project, evidence that participation in the Project provided a relevant learning experience.

The principle investigator served in a consultant role to the project administrator and provided technical assistance. The principle investigator's administrative posture allowed the FWCEP staff to have a total curriculum development and research learning experience, particularly in the areas of reading, writing, teaching, counseling and administration. For the Chicano project administrator and the three Chicano counselor-curriculum specialists, the project provided their first hands-on experience in conducting an empirical research study. These staff members were involved in every phase of the study including proposal development, research design, procedures, field testing, analysis and writing of the final report.

In addition, the counselor-curriculum specialist, who taught the course at the HEP site, and the project administrator, who taught the course at the BEP site, gained valuable teaching experience. Each was trained in the Interactive Learning Process (ILP) Model -- a human relations teaching and counseling strategy. These teaching skills and experiences complemented their graduate programs as well as their professional goals.

As a result of completing the career monographs (objective #1), the staff became more knowledgeable of the ever-changing job market and better able to serve as career counselors for farmworkers and other unemployed or underemployed persons.

In the development of the slide-presentations (objective #2) the staff gained substantial insight into the value of media presentations for purposes of informing and motivating viewers. Both the project administrator and one of the counselor-curriculum specialists assisted the media consultant in the development of the slide-presentations. With the consultant's assistance they learned how to operate a 35 mm camera, develop interview schedules, interview, script write, and conceptualize and coordinate arrangements to match audio and visual presentations. These valuable skills can be subsequently utilized in various educational/professional settings.

The media consultant; also a Chicano, used his involvement as a consultant to sharpen his skills, build his portfolio, and expose his work to others who may be in need of these services. Since the completion of the project he has produced other slide-shows, one in the health field and another on multi-cultural, Chicano education. The need for minority (Chicano) media specialists is great and the Project helped promote talent in this important occupational area.

The development of the curriculum guide (objective #3), which included the development of lesson plans, teaching strategies, exercises, lecture notes and evaluation, all contributed to the staff's professional development. This training has prepared staff members to conduct inservice programs on the use and implementation of a career education course.

The field testing of the career education materials (objective #4) was also a valuable learning experience for staff. With the guidance of the research coordinator, staff members became familiar with research design, questionnaire construction, and statistical analyses.

Impact on the Community

The potential impact of the FWCEP on the campesino community is varied. It can benefit farmworkers by alerting them to the problems caused by

displacement and prepare them to plan for alternative careers. The manner in which the Career Education Course matches the assessment of personal skills and aspirations with occupational information can be very valuable to farmworkers in transition from field labor to other careers. The Career Education Course materials personalize the nature in which farmworkers can be prepared to negotiate a high competitive job market.

The potential beneficial impact on society in general is also considerable. Efforts to inform the public of the Project's research objectives were completed during the first phase of the Project when area prime manpower directors and other staff members were invited to attend an open-house held at U.C.S.B. Representatives from adult education programs, CETA agencies from Santa Barbara, Ventura and San Luis Obispo counties were in attendance. The purpose of the open-house was to generate public awareness of the project's objectives and goals. It also served to emphasize the farmworker's contributions to this nation's economy and to focus on worker displacement problems resulting from mechanization. The identification of this problem clearly convinced those in attendance that career alternatives for farmworkers is of crucial concern for society in general.

In addition to providing vocational educators with a presentation about the purposes of the Farmworker Career Education Project, a number of news releases were disseminated to the public. Several articles including those appearing in the University Bulletin (a publication for faculty and staff of the University of California), the Daily Nexus (a student daily newspaper at U.C.S.B.), and the Santa Barbara News-Press (the local daily newspaper), focused on the unique aspects of the research being conducted by FWCEP and its important implications for campesinos and the economy.

Impact on Public Policy

The Project proposal expressed concern for current farmworker programs that channel campesinos into training activities without assessing participant's interest and motivation. The need for a new orientation by farmworker training programs was expressed by the project administrator in a presentation entitled, "Farmworker Retraining: A Case For Equal Educational Opportunities" delivered at the Education Issues Forum of the National Association of Farmworker Organizations Conference (NAFO) held in Washington, D.C., January 16 - 19, 1979. The presentation suggested that it is unrealistic and undemocratic to expect farmworkers to be prepared for satisfying jobs in a highly competitive technological job market using 90 - day work experience programs and outdated training approaches. Programs such as classroom training and work-experience activities have focused on job placement exclusively, rather than on matching skills, interest, and abilities of the farmworker to the changing job market. Until the mismatch of job skills, and worker aspirations are resolved, farmworkers will continue to be exploited at a high social cost.

The paper also advocated the concept of a "Job Readiness Phase" including English language acquisition, job information, vocational alternatives, self-concept development, and career awareness as essential components for farmworkers considering alternative careers. Finally, the presentation questioned basic assumptions underlying current farmworker retraining programs and challenged program operators to exert pressure on policy makers to incorporate career awareness as an integral part of future retraining projects.

The Farmworker Career Education Project served to update the literature on the plight of the farmworker. The paucity of literature currently available about adult farmworkers has contributed to the public's ignorance of this nation's most exploited work force. Perhaps the Project proposal, the implementation of the Career Education Course, and the Project final report

will prove helpful in planning social impact programs which seek to ameliorate the vocational problems in the farmworker community associated with mechanization and displacement.

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Appendix A

English Version of the Pretest

UCSB-HEP
FARMWORKER CAREER EDUCATION PROJECT

You are taking part in an important project, the purpose of which is to develop career education materials for farmworkers. These materials will be made available to other programs that provide vocational services for farmworkers.

The purpose of this questionnaire is to collect information that can be used to evaluate and improve the materials used in the project. Your cooperation in answering the questions in this booklet will help other campesinos who become involved in career education programs.

This booklet is divided into 5 parts. Each part asks questions about you and the way you feel and think about jobs and careers. We need your honest answers to the questions. All of your answers are important.

We realize that there are many questions in this booklet, but please remember the important goal of this program is to develop career education materials for farmworkers. You can help us reach this goal.

Thank you for your cooperation and help.

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STATEMENT OF PRIVACY OF INFORMATION

We want you to know that all of your answers will be kept confidential and private.

We have taken some steps to make sure that your answers are kept private:

- No one except the Farmworker Career Education Project staff will be able to look at these booklets.
- No other agency will be able to see the names of the persons participating in this project.
- All of the answers will be bunched into a group when they are examined.

HOW TO FILL OUT THIS BOOKLET

1. It may be difficult for you to answer some of the questions in this booklet. Some of them you may have never really thought of before. But please try to answer each question as best you can. It is important that we understand what you think.
2. Answer the questions by putting an "X" mark in the box that best applies to you or by putting a circle "O" around the number that best applies to you.
3. Try whenever possible to use the answers that are given in the booklet.
4. It is very important that the answers in this booklet show your own feelings or ideas. When you answer the questions please give your opinion and not the opinion of anyone else. We will be available to answer any questions you may have.
5. Remember, there are no right or wrong answers to any of the questions.
6. Try to answer the questions as quickly as you can. Do not spend too much time thinking about a question.
7. Please do not skip any questions.

IMPORTANT

WRITE YOUR NAME HERE _____
(first last)

PLEASE DO NOT WRITE BELOW THIS LINE

Code (1-4) _____

Career Education Class (5) _____

- 1 () I.L.P.
- 2 () Combination
- 3 () Lecture
- 4 () Control

Field Dependency (6) _____

- 1 () Independent
- 2 () Dependent

F. D. Score _____ (7-8) _____

VERSION (9) _____

- 1 () English
- 2 () Spanish

PLEASE STOP AND WAIT FOR INSTRUCTIONS
BEFORE GOING TO THE NEXT SECTION

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1. Background Information

To be able to describe the students who participated in the Farmworker Career Education Project it is necessary to find out some information about you. Some of the questions ask about you personally. Other questions ask about your father or mother.

Please answer all of the questions as best as you can by filling in the right information.

1. How many years old are you? _____ Years (11-12) _____
2. What is your sex? 1 () male 2 () female (13) _____
3. Where were you born? (check only one) (14) _____
 - 1 () Mexico
 - 2 () Texas
 - 3 () New Mexico
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () Elsewhere in the United States (specify: _____)
 - 8 () Other (specify: _____)
4. If you were born in Mexico, at what age did you move permanently from Mexico to the United States? (_____) (15-16) _____
5. Where was your mother born? (check only one) (17) _____
 - 1 () Mexico
 - 2 () Texas
 - 3 () New Mexico
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () Elsewhere in the United States (specify: _____)
 - 8 () Other (specify: _____)
6. Where was your father born? (check only one) (18) _____
 - 1 () Mexico
 - 2 () Texas
 - 3 () New Mexico
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () Elsewhere in the United States (specify: _____)
 - 8 () Other (specify: _____)
7. Please give the name of the city or town you spent the most time in as a child until you were 10 years old. (19-20) _____
 (Write the name of the city or town here _____)

8. Please give the name of the city or town in which you have lived the greatest amount of time during the past 5 years. (21-22) _____
(Write the name of the city or town here _____)
9. Please give the name of the city or town in which you are currently living. (23-24) _____
(Write the name of the city or town here _____)
10. What is (was, if deceased) your father's occupation? (25-26) _____
(Write the name of the job here _____)
11. What is (was, if deceased) your mother's occupation? (27-28) _____
(Write the name of the job here _____)
12. What is the highest grade in school you have completed. (check only one)
- | | | |
|-------------|------------------------------|------------|
| 1 () 0 - 3 | 4 () 10 - 11 | |
| 2 () 4 - 6 | 5 () high school graduate | |
| 3 () 7 - 9 | 6 () Other (specify: _____) | (29) _____ |
13. Have you ever attended school in Mexico? (30) _____
1 () Yes
2 () No
14. If you attended school in Mexico, how many years? (31-32) _____
15. Is your ability to speak Spanish fair, good, or excellent? (33) _____
1 () I do not speak Spanish
2 () Fair
3 () Good
4 () Excellent
16. Is your ability to speak English fair, good, or excellent? (34) _____
1 () I do not speak English
2 () Fair
3 () Good
4 () Excellent
17. What language do you prefer to use when speaking to your friends? (35) _____
1 () Only English
2 () Mostly English, some Spanish
3 () Spanish and English equally
4 () Mostly Spanish, some English
5 () Only Spanish
18. What language is spoken at your family gatherings, such as at Christmas time, birthdays, etc. (36) _____
1 () Only English
2 () Mostly English, some Spanish
3 () Spanish and English equally
4 () Mostly Spanish, some English
5 () Only Spanish
- 11~

19. Where did you learn to speak Spanish? (37)
- | | |
|------------------------------|---------------------------------|
| 1 () I cannot speak Spanish | 5 () At home and work |
| 2 () At school | 6 () At school and work |
| 3 () At home | 7 () At home, school, and work |
| 4 () At work | |
20. Where did you learn to speak English? (38)
- | | |
|------------------------------|---------------------------------|
| 1 () I cannot speak English | 5 () At home and work |
| 2 () At school | 6 () At school and work |
| 3 () At home | 7 () At home, school, and work |
| 4 () At work | |
21. What name or label do you most like for your ethnic group? (39)
- | | |
|-----------------------------------|-----------------------------------|
| 1 () Spanish or Spanish American | 6 () American of Mexican descent |
| 2 () American | 7 () Chicano |
| 3 () Mexican American | 8 () Mexican or Mexicano |
| 4 () Spanish Surnamed | 0 () Other (specify: _____) |
| 5 () Latino | |
22. a. Put a "1" next to the name or label you like the most for your ethnic group.
- b. Put a "3" next to the name or label you dislike the most for your ethnic group.
- | | |
|---------------------------|------|
| _____ Mexican or Mexicano | (40) |
| _____ Chicano | (41) |
| _____ Mexican American | (42) |
23. When you eat at a restaurant, how often do you choose to eat at a Mexican restaurant? (43)
- | |
|------------------------------|
| 1 () Never |
| 2 () Once in a while |
| 3 () About half of the time |
| 4 () Usually |
| 5 () Always |
24. Everything else being equal (cost, etc.), how often do you shop at stores owned by Mexicans or Chicanos? (44)
- | |
|------------------------------|
| 1 () Never |
| 2 () Once in a while |
| 3 () About half of the time |
| 4 () Usually |
| 5 () Always |
25. How many Mexicans or Chicanos are in Public Agencies (e.g., Director of Health or Social Services) or Political Offices (e.g., Mayor, Police Chief, Council Member) in the town or community where you live now? (45)
- | | |
|-------------|------------------|
| 1 () None | 3 () About half |
| 2 () A few | 4 () Almost all |

These statements are about Mexican American or Chicano history and culture. Please read each statement carefully. Decide if you strongly disagree, disagree, agree, or strongly agree with each of the statements. Put a circle around the number of the response you choose.

Use these responses to answer --

	Strongly Disagree <u>1</u>	Disagree <u>2</u>	Agree <u>3</u>	Strongly Agree <u>4</u>	
26. People of Mexican descent have to work harder than Anglos to rise to the top of their job ladder	1	2	3	4	(46) _____
27. Children of Mexican descent <u>should not</u> be taught about Mexican and Chicano history in the schools in the United States	1	2	3	4	(47) _____
28. Mexican holidays should be celebrated by people of Mexican descent in the United States	1	2	3	4	(48) _____
29. I like to listen to Mexican music more than any other kind of music	1	2	3	4	(49) _____
30. The police treat people of Mexican descent more fairly than people of Anglo descent	1	2	3	4	(50) _____
31. The newspapers in my town mostly print good news about people of Mexican descent	1	2	3	4	(51) _____
32. It is harder for a person of Mexican descent to get a fair trial in my town than it is for a person of Anglo descent	1	2	3	4	(52) _____
33. People of Mexican descent are often treated unfairly just because they are Mexicans	1	2	3	4	(53) _____
34. Most public school teachers treat children of Mexican descent and children of Anglo descent the same. 1	2	3	4	(54) _____	
35. I have found it difficult to get a job or a promotion just because I am Mexican American or Chicano. 1	2	3	4	(55) _____	
36. I have sometimes been given poor service at a hospital, health clinic, or doctor's office just because I am Mexican American or Chicano	1	2	3	4	(56) _____
37. Right now most of my close friends are Anglos	1	2	3	4	(57) _____
38. Right now most of my neighbors are of Mexican descent	1	2	3	4	(58) _____
39. If I could have it my way, members of my family would marry only people of Mexican descent	1	2	3	4	(59) _____
40. Given a choice, I like to go to parties, dances, and picnics where most of the people are of Anglo descent	1	2	3	4	(60) _____

II. CMI Work Attitudes¹

The statements below ask you to give your opinion about what things are important in making decisions about your career. This information hopefully will help you in choosing and planning for a job. Please complete this section carefully and thoughtfully.

Here are a number of statements about career choice. Career choice means the kind of job or work which you think you will probably be doing when you have finished all of your schooling.

Read each statement and then mark your answer on this page. If you agree or mostly agree with a statement then put a circle around the "true". If you disagree or mostly disagree with a statement then put a circle around the "false". Be sure to complete all of the items. If you want to change your mind, erase completely and then circle your new response.

Remember, there are no right or wrong answers.

Content:

Career Maturity Inventory -- Form B-1.

III. Decisions about Careers²

In this part of the booklet you are given a short description of a problem a person is having in school or in making a career choice. Following each description there are several solutions to each problem. Read each story carefully and then select the solution you think would be the best one for the person in the story. If you have no idea which solution is the best, mark "don't know".

Show which solution you think is the best by checking the right box.

Content:

Ten items randomly selected from the Decisions competency test of the Career Maturity Inventory. (See Table 1).

The next 10 items give the name of a job and three steps that a person could complete to prepare for and enter this job. You are given four different ways these three steps could be ordered. To do this section just read the job name and then select the correct order a person should take to complete the three steps. If you have no idea in which order to put the three steps then mark "don't know".

Show which solution is best by checking the right box.

Content:

Ten items randomly selected from the Looking Ahead competency test of the Career Maturity Inventory. (See Table 1).

IV. How I See Myself³

These statements can be used to describe yourself. Please answer them as if you were describing yourself to yourself. Read each statement carefully, then select one of the five responses listed below. Put a circle around the number of the response you choose. If you want to change your answer after you have circled it, put an "X" mark through the response and then circle the response you really want.

Remember, put a circle around the response number you have chosen for each statement. Please do not omit any item. There are no right or wrong answers.

Use these responses to answer --

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

You will find these responses repeated at the top of each page to help you remember them.

Content:

Thirty-five items selected from the Tennessee Self Concept Scale. (See Table 2).

V. Career Aspirations

These questions ask you about the type of job or career you expect to have in the future, and about your educational plans. It is really impossible for anyone to know exactly what the future will bring, but we all think about the kind of job we would like to have and the number of years we want to go to school. Read each question carefully. Mark the box which best describes how you feel right now about your future job and education.

1. Suppose you were free to do exactly what you want, how much education would you receive? (Check only one) (13)

1 () I will probably not finish this program.
 2 () I will finish this program and find a job.
 3 () I will go to a trade school.
 4 () I will go to a two-year college.
 5 () I will graduate from a four-year college.
 6 () Other (Specify: _____)

2. How much longer do you plan to stay in school, including this program? (Check only one)

1 () Less than 1 month 5 () 1 to 2 years
 2 () 1 to 3 months 6 () 3 to 4 years
 3 () 4 to 6 months 7 () 5 or more years
 4 () 7 months to 1 year 8 () Other (Specify: _____) (14)

3. Sometimes things do not go just the way we want them to and we have to change plans. Realistically, how much education do you think you will receive? (Check only one) (15)

1 () I will probably not finish this program.
 2 () I will finish this program and find a job.
 3 () I will go to trade school.
 4 () I will go to a two-year college.
 5 () I will graduate from a four-year college.
 6 () Other (Specify: _____)

4. Imagine you could have just the kind of job you want ten (10) years from now, what kind of job would it be? Give the name of the job or describe it below. (16-17)

5. If you could not have your first choice of job, what is the next kind of job you would like to have ten (10) years from now? Give the name or describe it below. (20-21)
 (22-23)

6. Taking everything into consideration, your current education, your plans for the future, the job market, etc., what kind of job do you think you will actually have ten (10) years from now? Give the name or describe it below. It can be the same as one of the jobs mentioned before.

_____ (24-25)

_____ (26-27)

7. Please list all the jobs in which you think that you could be successful, satisfied, and happy. Give the name for each job below.

1. _____ (28-29)

2. _____ (30-31)

3. _____ (32-33)

4. _____ (34-35)

5. _____ (36-37)

8. Have you ever planned a career or tried to prepare yourself for a life long job or occupation? (Check only one)

(38)

- 1 () Yes
2 () No
3 () Not sure

9. Do you think that you will be able to get just the kind of job you want in the future? (Check only one)

(39)

- 1 () I know I will never get the kind of job I want.
2 () I probably won't be able to get the kind of job I want.
3 () I might be able to get the kind of job I want.
4 () I probably will be able to get the kind of job I want.
5 () I know I will be able to get the kind of job I want.

10. It doesn't help to plan for a career or occupation because finding a job is a matter of chance. (Check only one)

(40)

- 1 () Strongly disagree
2 () Disagree
3 () Somewhat disagree
4 () Somewhat agree
5 () Agree
6 () Strongly agree

(80)

- 1,2 From Career Maturity Inventory devised by John O. Crites. Adapted and reproduced with permission of the publisher, CTB/McGraw-Hill, Monterey, CA 93940. Copyright c 1978 by McGraw-Hill, Inc. All rights reserved. Printed in the U.S.A.
- 3 From Tennessee Self Concept Scale devised by William H. Fitts. Adapted and reproduced with the permission of the publisher, Counselor Recordings and Tests, Nashville, TN 37212. Copyright c 1970 by William H. Fitts. All rights reserved. Printed in the U.S.A.

APPENDIX B

Spanish Version of the Pretest

UCSB-HEP

PROYECTO DE EDUCACION DE CARRERAS
PARA CAMPESINOS

Está usted participando en un proyecto importante, el de establecer materiales educacionales para el campesino. Estos materiales serán accesibles a otros programas que proporcionan servicios al campesino.

El propósito de este cuestionario es de reunir información que se pueda usar para evaluar y mejorar el material usado en el proyecto. Su cooperación en la contestación de las preguntas en este libreto ayudará a otros campesinos a que se interesen en programas educacionales de carreras.

Este libreto está dividido en 5 secciones. Cada sección hace preguntas sobre usted y el modo en que se siente y piensa sobre trabajo y carreras. Necesitamos contestaciones honestas a todas las preguntas. Todas sus contestaciones son importantes.

Nos damos cuenta que hay muchas preguntas en el libreto, pero por favor acuerdese que la meta de este programa es de mejorar el material para la educación de carreras para campesinos. Usted nos puede ayudar a alcanzar esta meta.

Gracias por su cooperación y ayuda.

PERSONAL Y CONSULTANTES DEL PROYECTO

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Investigador Principal, Profesor Asociado de Educación, Universidad de California, Santa Barbara

Sr. Rubén Pardo

Administrador del Proyecto

Sta. Gladys De Necochea

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Especialista en Comunicaciones

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Consultante de Lectura

Sr. Armando Vallejo

Consultante de Lectura

Dr. Eleazar Ruiz

Consultante de Plan de Estudios

Sta. Rosa Guzmán

Traductora

Sr. David Martínez

Traductor

DECLARACION DE INFORMACION CONFIDENCIAL

Queremos que usted sepa que todas sus respuestas se mantendrán confidenciales.

Hemos tomado varias precauciones para asegurarnos que sus respuestas se mantendrán privadas:

- Nadie, excepto el personal del Proyecto de Educación de Carreras Para Campesinos podrá ver estos libretos.
- Ninguna otra agencia podrá ver los nombres de las personas participando en este proyecto.
- Todas las respuestas serán agrupadas cuando se examinen.

COMO LLENAR ESTE LIBRETO

1. Será difícil para usted contestar algunas preguntas en este libreto. Puede que no haya pensado antes en algunas de ellas. Pero, por favor trate de contestar cada pregunta lo mejor que pueda. Es importante que entendamos lo que usted piensa.
2. Conteste las preguntas escribiendo una "X" en la caja más apropiada para usted, o haciendo un círculo alrededor del número más apropiado para usted.
3. Cuando sea posible trate de dar respuestas que estén en el libreto.
4. Es muy importante que las respuestas en este libreto expresen su opinión o ideas. Cuando dé su respuesta, por favor responda con su propia opinión y no la opinión de otra persona. Estaremos disponibles si necesita ayuda en leer alguna pregunta.
5. Acuerdese, no hay respuesta correcta o incorrecta para cualquiera de las preguntas.
6. Trate de contestar las preguntas tan rápido como le sea posible. No pase mucho tiempo pensando sobre una pregunta.

IMPORTANTE

ESCRIBA SU NOMBRE AQUI

(nombre _____ apellido)

POR FAVOR NO ESCRIBA DEBAJO DE ESTA LINEA

Code (1-4) _____

Career Education Class (5) _____

- 1 I.L.P.
- 2 Combination
- 3 Lecture
- 4 Control

Field Dependency (6) _____

- 1 Independent
- 2 Dependent

F.D. Score _____ (7-8) _____

VERSION (9) _____

- 1 English
- 2 Spanish

POR FAVOR PARE Y ESPERE INSTRUCCIONES
ANTES DE PROCEDER CON LA SIGUIENTE SECCION

1. Información de Antecedentes

Para poder escribir mejor a los estudiantes que participaron en el Proyecto de Educación de Carreras para Campesinos, es necesario saber cierta información sobre usted. Algunas de las preguntas piden información sobre usted personalmente. Otras preguntan sobre su padre, madre, o esposa (si está casado).

Por favor conteste todas las preguntas llenando toda la información apropiada lo mejor que pueda.

1. ¿Cuántos años tiene? _____ Años. (11-12) _____
2. ¿Cuál es su sexo? 1 () hombre 2 () mujer (13) _____
3. ¿Dónde nació? (marque solo una)
 - 1 () México
 - 2 () Tejas
 - 3 () Nuevo México
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () otro sitio de los estados unidos (¿dónde? _____)
 - 8 () otro sitio (¿dónde? _____)
4. Si usted nació en México, ¿a los cuantos años se mudó permanentemente a los estados unidos? (_____) (15-16) _____
5. ¿Dónde nació su madre? (marque solo una) (17) _____
 - 1 () México
 - 2 () Tejas
 - 3 () Nuevo México
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () otro sitio en los estados unidos (¿dónde? _____)
 - 8 () otro sitio (¿dónde? _____)
6. ¿Dónde nació su padre? (18) _____
 - 1 () México
 - 2 () Tejas
 - 3 () Nuevo México
 - 4 () Arizona
 - 5 () Colorado
 - 6 () California
 - 7 () otro sitio en los estados unidos (¿dónde? _____)
 - 8 () otro sitio (¿dónde? _____)
7. Por favor dé el nombre de la ciudad donde pasó más tiempo cuando era niño.
(escriba el nombre de la ciudad aquí _____)

8. Por favor dé el nombre de la ciudad o pueblo en el que vivió más tiempo durante los últimos cinco (5) años. (21-22) _____
(Escriba el nombre de la ciudad aquí _____) (23-24) _____
9. Por favor dé el nombre de la ciudad o pueblo en que ahora vive.
(Escriba el nombre de la ciudad o pueblo aquí _____)
10. ¿Cuál es (o era) la ocupación de su padre? (25-26) _____
(Escriba el nombre del trabajo aquí _____)
11. ¿Cuál es (o era) la ocupación de su madre? (27-28) _____
(Escriba el nombre del trabajo aquí _____)
12. ¿Cuál es el grado de escuela más alto que usted completó? (29) _____
(marque solo una)
- | | |
|-------------|------------------------------|
| 1 () 0 - 3 | 4 () 10 - 11 |
| 2 () 4 - 6 | 5 () graduado de secundaria |
| 3 () 7 - 9 | |
13. ¿Cursó estudios en México alguna vez? (30) _____
1 () Sí
2 () No
14. Si su respuesta es sí, ¿cuántos años? _____ (31-32) _____
15. ¿Habla usted español regular, bien o excelente? (33) _____
1 () No hablo español
2 () Regular
3 () Bien
4 () Excelente
16. ¿Habla usted inglés regular, bien o excelente? (34) _____
1 () No hablo inglés
2 () Regular
3 () Bien
4 () Excelente
17. ¿Qué idioma prefiere usar con sus amigos? (35) _____
1 () Solamente inglés
2 () Principalmente inglés, algo de español
3 () Español e inglés por igual
4 () Principalmente español, algo de inglés
5 () Solamente español
18. ¿Qué idioma se hable durante reuniones de familia, como durante la navidad, cumpleaños, etc. (36) _____
1 () solamente inglés
2 () principalmente inglés, algo de español
3 () español e inglés por igual
4 () principalmente español, algo de inglés
5 () solamente español

19. ¿Dónde aprendió a hablar español? (37) _____
- | | |
|-------------------------------|--|
| 1 () No puedo hablar español | 5 () En casa y en el trabajo |
| 2 () En la escuela | 6 () En la escuela y el trabajo |
| 3 () En casa | 7 () En casa, la escuela y el trabajo |
| 4 () En el trabajo | |
20. ¿Dónde aprendió a hablar inglés? (38) _____
- | | |
|------------------------------|--|
| 1 () No puedo hablar inglés | 5 () En casa y en el trabajo |
| 2 () En la escuela | 6 () En la escuela y el trabajo |
| 3 () En casa | 7 () En casa, la escuela y el trabajo |
| 4 () En el trabajo | |
21. ¿Cuál es el nombre que más le gusta para su grupo étnico? (39) _____
(marque solo una)
- | | |
|-----------------------------------|------------------------------------|
| 1 () Español o Español Americano | 6 () Americano de origen mexicano |
| 2 () Americano | 7 () Chicano |
| 3 () Mexicano-Americano | 8 () Mexicano |
| 4 () De apellido Español | 0 () Otro (especifique: _____) |
| 5 () Latino | |
22. a. Ponga un "1" enseguida del nombre que le guste más para su grupo étnico.
- b. Ponga un "3" enseguida del nombre que le disguste más.
- | | |
|--------------------------|------------|
| _____ Mexicano | (40) _____ |
| _____ Chicano | (41) _____ |
| _____ Mexicano americano | (42) _____ |
23. ¿Cuándo come en un restaurante, que tantas veces come en un restaurante mexicano? (43) _____
- | | |
|-----------------------------|------------------|
| 1 () Nunca | 4 () Usualmente |
| 2 () De vez en cuando | 5 () Siempre |
| 3 () La mitad de las veces | |
24. Mientras todo lo demás sigue costando lo mismo, ¿que tan seguido hace sus compras en tiendas con dueños mexicanos o chicanos? (44) _____
- | | |
|-----------------------------|------------------|
| 1 () Nunca | 4 () Usualmente |
| 2 () De vez en | 5 () Siempre |
| 3 () La mitad de las veces | |
25. ¿Cuántos mexicanos o chicanos están en agencias públicas (ej. director de salud, o servicios sociales, etc.) o en puestos políticos (ej. alcalde, jefe de policía, miembro de consúl, etc.) en el pueblo o comunidad en que vive? (45) _____
- | | |
|---------------|------------------|
| 1 () Ninguno | 3 () La mitad |
| 2 () Pocos | 4 () Casi todos |

Estas son declaraciones sobre la historia y cultura del chicano. Por favor lea cada declaración cuidadosamente. Decida si completamente no está de acuerdo, o solamente no está de acuerdo, o si está de acuerdo, o está completamente de acuerdo en cada declaración. Ponga un círculo alrededor del número de la respuesta que escoja.

Use estas respuestas para contestar --

	Completamente No Estoy de Acuerdo	No Estoy de Acuerdo	Estoy de Acuerdo	Estoy Completamente de Acuerdo	
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
26. Gente de descendencia mexicana tiene que trabajar más que anglos para poder superar en el trabajo			1 2 3	4	(46) _____
27. No se les debería enseñar historia mexicana o chicana a niños de descendencia mexicana en las escuelas de los estados unidos			1 2 3	4	(47) _____
28. Los días de fiesta mexicanos deberían ser celebrados por gente de descendencia mexicana en los estados unidos			1 2 3	4	(48) _____
29. Me gusta oír música mexicana más que cualquier otra clase de música			1 2 3	4	(49) _____
30. La policía trata a gente de descendencia mexicana más justamente que a gente de descendencia anglosajona			1 2 3	4	(50) _____
31. Los periódicos en su pueblo tienen casi puras noticias buenas sobre la gente de descendencia mexicana			1 2 3	4	(51) _____
32. Es más difícil que una persona de descendencia mexicana obtenga un juicio honesto que lo es para una persona de descendencia anglosajona			1 2 3	4	(52) _____
33. La gente de descendencia mexicana reciben mal trato unicamente porque son mexicanos .			1 2 3	4	(53) _____
34. Muchos profesores de escuelas públicas tratan igual a niños de descendencia mexicana y a niños de descendencia anglosajona			1 2 3	4	(54) _____
35. He encontrado dificultoso obtener un trabajo o promoción solamente porque soy mexicano-americano o chicano			1 2 3	4	(55) _____
36. A veces no he recibido buen servicio en un hospital, clínica de salud u oficina de doctor solamente porque soy mexicano-americano o chicano			1 2 3	4	(56) _____

- | | | | | | | | |
|-----|--|---|---|---|---|------|-------|
| 37. | Ahora muchos de mis amigos cercanos son anglos . | 1 | 2 | 3 | 4 | (57) | _____ |
| 38. | Ahora muchos de mis vecinos son de descendencia mexicana | 1 | 2 | 3 | 4 | (58) | _____ |
| 39. | Si pudiera tener las cosas a mi modo, los miembros de mi familia solo se casarían con gente de descendencia mexicana | 1 | 2 | 3 | 4 | (59) | _____ |
| 40. | Si me dejaran escoger, me gustaría ir a fiestas, bailes, y romerías donde mucha de la gente es de descendencia anglosajona | 1 | 2 | 3 | 4 | (60) | _____ |

II. CMI Actitudes de Trabajo¹

Las declaraciones siguientes le preguntan a usted su opinión sobre las cosas que son importantes para hacer la decisión sobre su carrera. Se espera que esta información le ayude a planear para un empleo. Haga el favor de llenar esta sección cuidadosamente y con consideración.

Aquí hay un número de declaraciones sobre preferencias de carreras. Preferencia de carreras significa el tipo de empleo o el trabajo que usted probablemente hará cuando termine todos sus estudios.

Lea cada declaración y luego marque su respuesta en esta página. Si está de acuerdo o por lo general le parece estar de acuerdo, circule la palabra "cierto". Si usted no está de acuerdo o por lo general no le parece que es cierto, entonces circule la palabra "falso". Asegurese de contestar todas las declaraciones. Si desea cambiar su opinión, borrela completamente y circule su nueva respuesta.

Recuerde, no existe ninguna contestación correcta o incorrecta.

Content:

Career Maturity Inventory -- Form B-1.

Items translated for use in present study.

III. Decisiones Sobre Carreras²

En esta parte del libreto se le da una breve descripción de un problema que una persona tiene en la escuela o en hacer una decisión sobre su carrera. Enseguida de cada descripción se encuentran varias soluciones para cada problema. Lea cada historia cuidadosamente y después seleccione la solución que usted piense que es la mejor para la persona en la historia. Si no tiene idea de cual sea la solución, marque "no sé".

Enseñe cual solución cree usted que es la mejor marcando la cajita de su preferencia.

Content:

Ten items from the Decisions competency test of the Career Maturity Inventory. Items translated for use in the present study (See Table 1).

Los siguiente diez artículos dan el nombre de un trabajo y tres medidas que una persona puede completar para prepararse para entrar en este trabajo. Aquí se le dan a usted cuatro modos diferentes en que estas tres medidas se pueden ordenar. Para hacer esta sección únicamente lea el nombre del trabajo y seleccione la orden correcta que una persona debe seguir para completar las tres medidas. Si usted no tiene idea de como ordenar estas medidas entonces marque "no se".

Decida cual solución es la mejor marcando la caja de su preferencia.

Content:

Ten items from the Looking Ahead competency test of the Career Maturity Inventory. Items translated for use in the present study (See Table 1).

IV. Como Me Veo A Mi Mismo³

Estas declaraciones pueden ser utilizadas para describirse. Por favor responda a ellas como si se estuviera describiendo a usted mismo. Lea cada una cuidadosamente, luego escoja una de las cinco respuestas enlistadas aquí. Ponga un círculo alrededor de la respuesta que escoja. Si desea cambiar su respuesta después de haberla circulado, ponga una "X" sobre la respuesta y luego ponga un círculo alrededor de la que prefiere.

Recuerde, ponga un círculo alrededor del número de la respuesta que usted ha escogido para cada frase. Por favor no deje ningún artículo sin contestar. No hay respuestas correctas o incorrectas.

Use estas respuestas para contestar --

Completamente	Casi	Parte Falso	Casi	Completamente
Falso	Falso	& Parte Cierto	Cierto	Cierto
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Estas respuestas estarán repetidas en la parte superior de cada página para ayudarle a recordarlas.

Content:

Thirty-five items selected from the Tennessee Self Concept Scale (See Table 2). Items translated for use in the present study.

V. Aspiraciones de Carreras

Estas preguntas son sobre el tipo de trabajo o carrera que usted espera obtener en el futuro, y sobre sus planes educacionales. En realidad es imposible para cualquier persona saber exactamente lo que traerá el futuro, pero todos pensamos sobre la clase de trabajo que nos gustaría tener y el número de años que queremos ir a la escuela. Lea cada pregunta cuidadosamente. Marque la caja que mejor describa como se siente usted ahora acerca de su empleo y educación en el futuro.

1. Suponga que es usted libre para hacer exactamente lo que desea; ¿Cuánta escuela recibiría? (marque solo una) (13) _____

- 1 () Probablemente no terminaré este programa.
 2 () Terminaré este programa y encontraré un empleo.
 3 () Iré a una escuela de oficio.
 4 () Iré a un colegio de 2 años.
 5 () Me graduaré de un colegio de cuatro años.
 6 () Otro (especifique: _____)

2. ¿Cuánto más planea permanecer en la escuela, incluyendo este programa? (marque solo una) (14) _____

- 1 () Menos de un mes
 2 () Uno a 3 meses
 3 () 4 a 6 meses
 4 () 7 meses a 1 año
 5 () 1 a 2 años
 6 () 3 a 4 años
 7 () 5 a más años
 8 () Otro (especifique: _____)

3. A veces las cosas no funcionan como uno lo desea y tenemos que cambiar nuestro planes. Realísticamente, ¿cuánta escuela cree usted recibir? (15) _____

- 1 () Probablemente no terminaré este programa.
 2 () Terminaré este programa y encontraré un empleo.
 3 () Iré a una escuela de oficio.
 4 () Iré a un colegio de 2 años.
 5 () Me graduaré de un colegio de 4 años.
 6 () Otro (especifique: _____)

4. Imagínese que usted podría tener el tipo de empleo que deseara de hoy en 10 años, ¿qué tipo de empleo sería? Dé el nombre de empleo o descríballo aquí. (16-17) _____

(18-19) _____

5. Si usted pudiera tener su primera preferencia en un empleo, ¿cuál sería el siguiente trabajo que le gustaría tener dentro de diez años? Dé el nombre o descríballo aquí.

(20-21) _____

(22-23) _____

6. Tomando todo en consideración, su educación actual, sus planes para el futuro, las oportunidades de empleo, etc., ¿qué tipo de empleo cree usted que de verdad podría obtener dentro de diez (10) años? Dé el nombre o describalo aquí. Puede ser igual que uno de los empleos ya mencionados anteriormente. (24-25) _____

_____ (26-27) _____

7. Por favor enliste todos los trabajos en los cuales usted piensa tener éxito, estar satisfecho y feliz. Dé el nombre de cada trabajo aquí.

1. _____ (28-29) _____

2. _____ (30-31) _____

3. _____ (32-33) _____

4. _____ (34-35) _____

5. _____ (36-37) _____

8. ¿Alguna vez ha planeado o se ha preparado para una carrera o ha tratado de prepararse para un trabajo o carrera de por vida? (marque solo una) (38) _____

- 1 () Sí
2 () No
3 () No estoy seguro

9. ¿Cree Ud. que podrá obtener el tipo de trabajo que desea en el futuro? (marque solo una) (39) _____

- 1 () Sé que nunca obtendré el tipo de trabajo que quiero.
2 () Probablemente no podré encontrar el tipo de trabajo que quiero.
3 () Quizás podré obtener el tipo de trabajo que quiero.
4 () Probablemente podré obtener el tipo de trabajo que quiero.
5 () Sé que sí podré obtener el tipo de trabajo que quiero.

10. No sirve planear para una carrera u ocupación porque encontrar un trabajo depende en coincidencias. (marque solo una) (40) _____

- 1 () Fuertemente en desacuerdo
2 () No estoy de acuerdo
3 () Poco en desacuerdo
4 () Poco de acuerdo
5 () De acuerdo
6 () Fuertemente de acuerdo (80) 3

- 1,2 Extractos del Inventario de Madurez de Carrera inventado por John O. Crites. Adaptado y reproducido con permiso del publicador, CTB-McGraw-Hill, Monterey, CA 93940. Derechos registrados 1978 por McGraw-Hill, Inc. Todos los derechos reservados. Impreso en los Estados Unidos, EE.UU.
- 3 Extracto de la Escala de Concepto de Sí Mismo de Tennessee inventado por William H. Fitts. Adaptado y reproducido con permiso del publicador, Counselor Recordings and Tests, Nashville, TN 37212. Derechos registrados 1970 por William H. Fitts. Todos los derechos reservados. Impreso en los Estados Unidos, EE.UU.

Appendix C

English Version of Posttest Experimental Group Questionnaire

UCSB-HEP

FARMWORKER CAREER EDUCATION PROJECT

You have just finished taking part in the farmworker career education course. To help us find out how helpful this course was we need you to answer some questions for us once again.

Please remember that the reason we are asking these questions is to help us make the career education course for farmworkers better.

You will see that some of the questions were asked before. Do not worry about this, just answer all of the questions as honestly as you can right now. Please do not try to remember how you answered them before.

The entire Farmworker Career Education staff wants to thank each one of you for helping us. We know you have been busy the past six weeks. We all hope that you have learned more about careers and that you will use this information to plan a successful and satisfying career for yourself.

Thank you for your cooperation and help.

PROJECT STAFF AND CONSULTANTS

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STATEMENT OF PRIVACY OF INFORMATION

We want you to know that all of your answers will be kept confidential and private.

We have taken some steps to make sure that your answers are kept private:

- No one except the Farmworker Career Education Project staff will be able to look at these booklets.
- No other agency will be able to see the names of the persons participating in this project.
- All of the answers will be bunched into a group when they are examined.

HOW TO FILL OUT THIS BOOKLET

1. It may be difficult for you to answer some of the questions in this booklet. Some of them you may have never really thought of before. But please try to answer each question as best you can. It is important that we understand what you think.
2. Answer the questions by putting an "X" mark in the box that best applies to you or by putting a circle "O" around the number that best applies to you.
3. Try whenever possible to use the answers that are given in the booklet.
4. It is very important that the answers in this booklet show your own feelings or ideas. When you answer the questions please give your opinion and not the opinion of anyone else. We will be available to answer any questions you may have.
5. Remember, there are no right or wrong answers to any of the questions.
6. Try to answer the questions as quickly as you can. Do not spend too much time thinking about a question.

IMPORTANT

WRITE YOUR NAME HERE

(first _____ last)

PLEASE DO NOT WRITE BELOW THIS LINE

Code (1-4) _____

Career Education Class (5) _____

- 1 () I.L.P.
- 2 () Combination
- 3 () Lecture
- 4 () Control

Field Dependency (6) _____

- 1 () Independent
- 2 () Dependent

F.D. Score _____ (7-8) _____

VERSION (9) _____

- 1 () English
- 2 () Spanish

PLEASE STOP AND WAIT FOR INSTRUCTIONS
BEFORE GOING TO THE NEXT SECTION

I. CAREER EDUCATION SURVEY

Please answer these questions by circling the "T" if you think the statement is true and "F" if you think it is false. If you are not sure of the answer, circle the "NS".

Remember, use these responses to answer --

T = True

NS = Not Sure

F = False

- | | 1 | 2 | 3 | |
|--|---|----|---|-----------|
| *1. The Agricultural Labor Relations Act let farmworkers pick their own union leaders | T | NS | F | (11) ____ |
| *2. The United Farmworker Union of Cesar Chavez was started in 1962 | T | NS | F | (12) ____ |
| *3. Education is very important in getting a good paying job | T | NS | F | (13) ____ |
| *4. The only reason people work is to make money | T | NS | F | (14) ____ |
| *5. The role of women in the world of work today is about the same as it was 20 years ago | T | NS | F | (15) ____ |
| *6. A <u>value</u> is something a person thinks is very important | T | NS | F | (16) ____ |
| *7. The training needs for agricultural jobs are becoming more difficult because of new farm machines | T | NS | F | (17) ____ |
| *8. Jessie de la Cruz, Agricultural career model, said that the only skill an independent farmer needs is to know how to grow crops | T | NS | F | (18) ____ |
| *9. Public Service jobs try to make our towns better places to live in | T | NS | F | (19) ____ |
| *10. Tony Garcia, Public Service career model, likes his job because it helps him be a happier person | T | NS | F | (20) ____ |
| *11. Personal Service jobs require the worker to be in close contact with the customers | T | NS | F | (21) ____ |
| *12. Before Roberto Garcia, Personal Service career model, could become a licensed embalmer he had to take a training course and be an apprentice | T | NS | F | (22) ____ |
| *13. The only thing that can keep a person from getting just the job they want is their own desire to get it.. | T | NS | F | (23) ____ |
| *14. To be a success in the field of Recreation, a person should be healthy, like people, and play sports in high school | T | NS | F | (24) ____ |
| *15. Frank Carbajal, Recreation cluster career model, said that the most important thing a person can do to be a success is to do the best job right now | T | NS | F | (25) ____ |

Please answer each of the questions below about the three teachers who taught the course.

Use these responses to answer --

	NEVER 1	LITTLE 2	SOMETIMES 3	ALWAYS 4	
16. Did the teachers tell you what the class would be like?	1	2	3	4	(26) ____
17. Did the teachers get you involved in class?..	1	2	3	4	(27) ____
18. Did the teachers want you to learn?	1	2	3	4	(28) ____
19. Did you have to wait to ask questions in class?	1	2	3	4	(29) ____
20. Did the teachers want to hear your questions?	1	2	3	4	(30) ____
21. Did the teachers make you want to do better?.	1	2	3	4	(31) ____
22. Did the teachers care more about the subject than the students?	1	2	3	4	(32) ____
23. Did the teachers let you work at your own pace?	1	2	3	4	(33) ____
24. Did the teachers respect the students?	1	2	3	4	(34) ____
25. Did the teachers like doing things by team-work?	1	2	3	4	(35) ____

Please answer these questions about the handouts and slide shows which were used in the career education course.

Please use these responses to answer --

	NOT AT ALL 1	A LITTLE 2	HALF AND HALF 3	SOMEWHAT 4	VERY 5	
SLIDE SHOWS OF THE CAREER MODELS:						
26. Were they <u>helpful</u> to you?	1	2	3	4	5	(36) ____
27. Were they <u>useful</u> to you?	1	2	3	4	5	(37) ____
28. Were they <u>clear</u> to you?	1	2	3	4	5	(38) ____
29. Were they <u>realistic</u> ?	1	2	3	4	5	(39) ____
DESCRIPTIONS OF JOBS HANDED OUT IN CLASS (CLUSTER MONOGRAPHS):						
30. Were they <u>helpful</u> to you?	1	2	3	4	5	(40) ____
31. Were they <u>useful</u> to you?	1	2	3	4	5	(41) ____
32. Were they <u>clear</u> to you?	1	2	3	4	5	(42) ____
33. Were they <u>realistic</u> ?	1	2	3	4	5	(43) ____

34. Overall, how good were the slide shows? (44) ____
- 1 () Very Poor
 2 () Poor
 3 () Average
 4 () Good
 5 () Excellent
35. Overall, how good were the job descriptions handed out in class (Cluster Monographs)? (45) ____
- 1 () Very Poor
 2 () Poor
 3 () Average
 4 () Good
 5 () Excellent
36. Overall, how good were the instructors of the course? (46) ____
- 1 () Very Poor
 2 () Poor
 3 () Average
 4 () Good
 5 () Excellent
- *37. The Bracero Program lasted from: (47) ____
- 1 () 1824-1964
 2 () 1945-1972
 3 () 1942-1964
 4 () 1951-1969
- *38. Which one of the following have kept farmworkers from starting unions? (48) ____
- 1 () threats made by farmers
 2 () getting strike breakers to work
 3 () machines doing many field labor jobs
 4 () other unions trying to gain control
 5 () All of the above
- *39. The supply of goods and services are mainly controlled by: (49) ____
- 1 () the consumers
 2 () the government in Washington D.C.
 3 () the producers
 4 () the unions
 5 () local city governments
 6 () All of the above
- *40. Which of the following are occupational units? (50) ____
- 1 () factories
 2 () schools
 3 () Ford
 4 () Levi Strauss (makes jeans)
 5 () 1 and 2
 6 () All of the above

- *41. Health related jobs are an example of _____ occupations. (51) _____
- 1 () Organization
 - 2 () Technical
 - 3 () Production
 - 4 () Direct Service
 - 5 () Distribution
 - 6 () None of the above
- *42. Why is it important for a person to learn about their personal likes and dislikes in choosing a job? (52) _____
- 1 () just to get a job that pays more
 - 2 () to be able to plan a career
 - 3 () to learn which jobs are right for him/her
 - 4 () to be able to tell the boss off then you get mad
 - 5 () 2 and 3
 - 6 () All of the above
- *43. The three basic occupational skills people have are: data, things and _____. (53) _____
- 1 () Numbers
 - 2 () Objects
 - 3 () Animals
 - 4 () People
 - 5 () Machines
- *44. If Juan wants to be a school teacher, he should learn skills related to _____. (54) _____
- 1 () Numbers
 - 2 () People
 - 3 () Machines
 - 4 () Data
 - 5 () Things
 - 6 () All of the above
- *45. Which of the following is the best definition for jobs in the Agricultural cluster? (55) _____
- 1 () they grow food to be sent to the supermarket
 - 2 () they are only open to people who want to work in the fields
 - 3 () they try to find better ways to produce, market, and inspect food
 - 4 () they are open to people with a lot of experience
 - 5 () most of these jobs are found near colleges and towns
 - 6 () None of the above
- *46. The number of job openings in Public Service occupations is a result of : (56) _____
- 1 () the number of people who are out of work
 - 2 () the services people want in their towns and cities
 - 3 () the price of gold
 - 4 () the number of children in schools
 - 5 () the number of churches and hospitals in a town
 - 6 () None of the above

47. What did you like best about the job descriptions handed out? (57) ____

48. What did you like best about the slide shows? (58) ____

49. Overall, what did you like best about the career education course? (59) ____

50. Overall, what didn't you like about the career education course? (60) ____

- *51. Please write down your own definition of the Construction cluster. (61) ____

- *52. Name two things that Personal Service jobs have in common. (62) ____

53. Of all the ex-farmworkers shown in the slide shows, which one did you like the most? Why? (63-64) ____

- *54. Give an example of a job in the Recreation cluster and tell why it is in the Recreation cluster. (65) ____

- *55. Name two things that jobs in the Health cluster do for people. (66) ____
1. _____
2. _____
- *56. Name two jobs which are in the Construction cluster. (67) ____
1. _____
2. _____

*57. Draw a line from the job name on the left to it's correct description on the right.

- | | |
|-------------------------|--|
| A. TRAVEL AGENT | -directs the making of wine |
| B. AGRONOMIST | -makes new ways to crop better crops |
| C. DIETICIAN | -gives help and information about public services |
| D. COUNSELOR | -sets up displays to show off clothes |
| E. COMMERCIAL ARTIST | -plans things for people getting over an illness |
| F. CELLAR FOREMAN | -responsible for running an agency |
| G. DISPLAY WORKER | -teaches good eating habits and plans healthy meals |
| H. RECREATION THERAPIST | -helps people plan their vacation and travel |
| I. SOCIAL WORKER | -prepares art work for the selling of products |
| J. ADMINISTRATOR | -helps people understand themselves and make decisions |

matchtotal (68-69) ____

caredtotal (70-71) ____

Below you will find some words which can be used to describe the teachers of the Career Education course. When you get to this part PLEASE STOP and ask for help.

OVERALL THE TEACHERS OF THE CAREER EDUCATION WERE:

- | | | | |
|-----------------|-----------------|-----------|---------------|
| 58. TENDER | / / / / / / / / | TOUGH | (72) ____ |
| 59. ACTIVE | / / / / / / / / | QUIET | (73) ____ |
| 60. OPEN | / / / / / / / / | CLOSED | (74) ____ |
| 61. UPTIGHT | / / / / / / / / | RELAXED | (75) ____ |
| 62. FRIENDLY | / / / / / / / / | ALONE | (76) ____ |
| 63. CARING | / / / / / / / / | UNCARING | (77) ____ |
| 64. UNINFORMED | / / / / / / / / | INFORMED | (78) ____ |
| 65. REALISTIC | / / / / / / / / | DREAMER | (79) ____ (8) |
| 66. DIRECT | / / / / / / / / | INDIRECT | (4) ____ (1) |
| 67. CALM | / / / / / / / / | NERVOUS | (5) ____ |
| 68. COLD | / / / / / / / / | WARM | (6) ____ |
| 69. FOLLOWER | / / / / / / / / | LEADER | (7) ____ |
| 70. INTERESTING | / / / / / / / / | BORING | (8) ____ |
| 71. HELPFUL | / / / / / / / / | UNHELPFUL | (9) ____ |
| 72. WEAK | / / / / / / / / | STRONG | (10) ____ |

- | | | | | | | | | | | | | |
|-----|-----------|---|---|---|---|---|---|---|---|-------------|------|-----|
| 75. | ORGANIZED | / | / | / | / | / | / | / | / | UNORGANIZED | (13) | ___ |
| 76. | SLOPPY | / | / | / | / | / | / | / | / | CAREFUL | (14) | ___ |
| 77. | POWERFUL | / | / | / | / | / | / | / | / | POWERLESS | (15) | ___ |
| 78. | LUCKY | / | / | / | / | / | / | / | / | SKILLFUL | (16) | ___ |
| 79. | FORMAL | / | / | / | / | / | / | / | / | INFORMAL | (17) | ___ |
| 80. | UNFAIR | / | / | / | / | / | / | / | / | FAIR | (18) | ___ |

(SKIP TO COL. 61)

The remainder of the posttest version for the students in the career education course was identical to the pretest version.

Appendix D

English Version of Posttest Control Group Questionnaire

The English version of the Posttest evaluation questionnaire for the control groups was identical to the experimental group version except for the following modifications:

1. An introduction appropriate for the control group was developed.
2. The control group students responded only to the starred items in the career education survey. (See Appendix C).

Appendix E

Spanish Version of Posttest
Experimental Group Questionnaire

UCSB-HEP

PROYECTO DE ORIENTACION PROFESIONAL DE CAMPESINOS

Usted acaba de tomar parte en el curso de orientación profesional para campesinos. Para ayudarnos a comprobar si este curso es beneficioso, necesitamos que conteste algunas preguntas una vez mas.

Recuerde que la razón por la que hacemos estas preguntas es para ayudarnos a mejorar el curso de orientación profesional para campesinos.

Usted se dará cuenta que algunas de las preguntas fueron hechas anteriormente. No se preocupe por eso, simplemente conteste todas las preguntas tan sinceramente como pueda ahora. Por favor no trate de recordar como las contesto anteriormente.

Todo el conjunto de empleados del proyecto de orientación profesional para campesinos le agradecen su ayuda. Sabemos que usted ha estado ocupado durante las últimas seis semanas. Esperamos que haya aprendido algo mas sobre las diferentes profesiones y que utilice esta información para planear una carrera que le traiga éxito y satisfacción.

Gracias por su ayuda y cooperación.

PERSONAL Y CONSULTANTES DEL PROYECTO

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Investigador Principal, Profesor Asociado de Educación, Universidad de California, Santa Barbara

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Sta. Rosa Guzmán

Traductora

Sr. David Martínez

Traductor

Mr. John Halcon

Curriculum Consultant

Vicente Franko

Traductor

Arturo Flores

Translator

DECLARACION DE INFORMACION CONFIDENCIAL

Queremos que usted sepa que todas sus respuestas se mantendrán confidenciales.

Hemos tomado varias precauciones para asegurarnos que sus respuestas se mantendrán privadas:

- Nadie, excepto el personal del Proyecto de Educación de Carreras Para Campesinos podrá ver estos libretos.
- Ninguna otra agencia podrá ver los nombres de las personas participando en este proyecto.
- Todas las respuestas serán agrupadas cuando se examinen.

COMO LLENAR ESTE LIBRETO

1. Será difícil para usted contestar algunas preguntas en este libretto. Puede que no haya pensado antes en algunas de ellas. Pero, por favor trate de contestar cada pregunta lo mejor que pueda. Es importante que entendamos lo que usted piensa.
2. Conteste las preguntas escribiendo una "X" en la caja más apropiada para usted, o haciendo un círculo alrededor del número más apropiado para usted.
3. Cuando sea posible trate de dar respuestas que estén en el libretto.
4. Es muy importante que las respuestas en este libretto expresen su opinión o ideas. Cuando dé su respuesta, por favor responda con su propia opinión y no la opinión de otra persona. Estaremos disponibles si necesita ayuda en leer alguna pregunta.
5. Acuerdese, no hay respuesta correcta o incorrecta para cualquiera de las preguntas.
6. Trate de contestar las preguntas tan rápido como le sea posible. No pase mucho tiempo pensando sobre una pregunta.

IMPORTANTE

ESCRIBA SU NOMBRE AQUI

(nombre

apellido)

POR FAVOR NO ESCRIBA DEBAJO DE ESTA LINEA

Code (1-4) ____

Career Education Class (5) ____

- 1 I.L.P.
- 2 Combination
- 3 Lecture
- 4 Control

Field Dependency (6) ____

- 1 Independent
- 2 Dependent

F.D. Score ____ (7-8) ____

VERSION (9) ____

- 1 English
- 2 Spanish

POR FAVOR PARE Y ESPERE INSTRUCCIONES
ANTES DE PROCEDER CON LA SIGUIENTE SECCION

I. EXAMEN DE ORIENTACION PROFESIONAL

Por favor conteste estas preguntas haciendo un círculo alrededor de la "V" si piensa que la información es verdadera, y alrededor de la "F" si cree que es falsa. Si no está seguro de la respuesta haga un círculo alrededor de "NS".

Recuerde, use estas respuestas:

V = Verdadero

NS = No estoy seguro/a

F = Falso

- | | 1 | 2 | 3 | |
|--|---|----|---|-----------|
| *1. El acta de las relaciones laborales agrícolas permite a los campesinos elegir sus propios líderes de la unión | V | NS | F | (11) ____ |
| *2. La unión de campesinos unidos de Cesar Chavez se fundó en 1962 | V | NS | F | (12) ____ |
| *3. La educación es muy importante para conseguir empleos bien pagados | V | NS | F | (13) ____ |
| *4. La única razón de porque la gente trabaja es la de hacer dinero | V | NS | F | (14) ____ |
| *5. El papel de la mujer en el mundo hoy es el mismo que era hace 20 años | V | NS | F | (15) ____ |
| *6. Un <u>valor</u> es algo que una persona piensa que es muy importante | V | NS | F | (16) ____ |
| *7. El aprendizaje necesario para trabajos de agricultura se están haciendo más difíciles debido a la nueva maquinaria agrícola | V | NS | F | (17) ____ |
| *8. Jessie de la Cruz, la modelo de la carrera de Agricultura, dice que la única habilidad que un campesino necesita es saber como plantar la cosecha | V | NS | F | (18) ____ |
| *9. Los trabajos de servicios públicos tratan de convertir nuestras ciudades en lugares mejores para vivir.. | V | NS | F | (19) ____ |
| *10. A Tony García, modelo de la carrera de servicios públicos, le gusta su trabajo porque le ayuda a ser más feliz | V | NS | F | (20) ____ |
| *11. Los empleos de servicios personales requieren que el trabajador esté muy unido con los clientes | V | NS | F | (21) ____ |
| *12. Antes de que Roberto García, modelo de las carreras de servicios personales, pudiera hacerse un embalsamador con licencia, tuvo que tomar un curso de preparación y ser un aprendiz | V | NS | F | (22) ____ |

- *13. La única causa que puede impedir a una persona conseguir el trabajo que el/ella quiera, es su propio deseo de conseguirlo V NS F (23) ____
- *14. Para tener éxito en el campo de recreación, una persona debería tener buena salud, ser agradable con la gente, y haber jugado diferentes deportes en la escuela secundaria V NS F (24) ____
- *15. Frank Carbajal, el modelo del ramo de recreación, dice que lo más importante para tener éxito es hacer el trabajo lo mejor posible en todos momentos.. V NS F (25) ____

Por favor conteste cada una de las preguntas siguientes sobre los 3 profesores que enseñaron el curso.

- | | NUNCA
1 | POCO
2 | ALGUNAS VECES
3 | SIEMPRE
4 | |
|--|------------|-----------|--------------------|--------------|-----------|
| 16. ¿Lé dijeron los profesores como iba ser la clase? | 1 | 2 | 3 | 4 | (26) ____ |
| 17. ¿Lé ayudaron los profesores estar envuelto/a en la clase? | 1 | 2 | 3 | 4 | (27) ____ |
| 18. ¿Querían los profesores que usted aprendiera? | 1 | 2 | 3 | 4 | (28) ____ |
| 19. ¿Tenía usted que esperar para hacer preguntas en clase? | 1 | 2 | 3 | 4 | (29) ____ |
| 20. ¿Los profesores escuchaban sus preguntas? | 1 | 2 | 3 | 4 | (30) ____ |
| 21. ¿Los profesores le hacían tratar de mejorarse? ... | 1 | 2 | 3 | 4 | (31) ____ |
| 22. ¿Les importaba a los profesores más el tema que a los estudiantes? | 1 | 2 | 3 | 4 | (32) ____ |
| 23. ¿Le permitían los profesores trabajar a su propio paso? | 1 | 2 | 3 | 4 | (33) ____ |
| 24. ¿Le respetaban los profesores? | 1 | 2 | 3 | 4 | (34) ____ |
| 25. ¿Les gustaba a los profesores hacer el trabajo en grupos? | 1 | 2 | 3 | 4 | (35) ____ |

Por favor conteste estas preguntas sobre los trabajos repartidos en clase y sobre la presentación de transparencias que se usaron en el curso.

Por favor, use estas respuestas para contestar:

- | | ABSOLUTAMENTE NO
1 | UN POCO
2 | MITAD Y MITAD
3 | ALGO
4 | MUCHO
5 | |
|--|-----------------------|--------------|--------------------|-----------|------------|-----------|
| PRESENTACION DE TRANSPARENCIAS DE LOS MODELOS: | | | | | | |
| 26. ¿Fueron una <u>ayuda</u> para usted? | 1 | 2 | 3 | 4 | 5 | (36) ____ |
| 27. ¿Fueron <u>útiles</u> para usted? | 1 | 2 | 3 | 4 | 5 | (37) ____ |

28. ¿Fueron claros para usted? 1 2 3 4 5 (38) ____
29. ¿Fueron realistas para usted? 1 2 3 4 5 (39) ____
- DESCRIPCION DE LOS TRABAJOS REPARTIDOS EN CLASE (MONOGRAFIAS DE LAS DIFERENTES RAMAS)
30. ¿Fueron una ayuda para usted? 1 2 3 4 5 (40) ____
31. ¿Fueron útiles para usted? 1 2 3 4 5 (41) ____
32. ¿Fueron claros para usted? 1 2 3 4 5 (42) ____
33. ¿Fueron realistas para usted? 1 2 3 4 5 (43) ____
34. En general, ¿como era la calidad de las transparencias? (44) ____
- 1 () Muy pobre
2 () Pobre
3 () Mediana
4 () Buena
5 () Excelente
35. En general, ¿como era la calidad de las descripciones de los trabajos repartidos en clase (monografías de las diferentes ramas)? (45) ____
- 1 () Muy pobre
2 () Pobre
3 () Mediana
4 () Buena
5 () Excelente
36. En general, ¿como era la calidad de los instructores del curso? (46) ____
- 1 () Muy pobre
2 () Pobre
3 () Mediana
4 () Buena
5 () Excelente
- *37. El programa bracero duró desde (47) ____
- 1 () 1924-1964
2 () 1945-1972
3 () 1942-1964
4 () 1951-1969
- *38. ¿Cuál de las siguientes causas impidió a los campesinos comenzar uniones? (48) ____
- 1 () Amenazas que los campesinos hicieron.
2 () Llevar a los destructores de las huelgas al trabajo.
3 () Máquinas haciendo el trabajo en muchos de los campos.
4 () Otras uniones tratando de ganar el control.
5 () Todas las anteriores.
- *39. La reparación de artículos y servicios es controlada principalmente por: (49) ____
- 1 () Los consumidores
2 () El gobierno en Washington D.C.
3 () Los productores
4 () Las uniones
5 () Los gobiernos locales de las ciudades
6 () Todos los anteriores

*40. ¿Cuáles de las siguientes son ramas de ocupaciones?

(50) _____

- 1 () Factorías
- 2 () Escuelas
- 3 () Ford
- 4 () Levi Strauss (Fábrica de pantalones de mezclilla)
- 5 () 1 y 2
- 6 () Todos los anteriores

*41. Los empleos relacionados con la salud son un ejemplo de ocupaciones de:

(51) _____

- 1 () Organización
- 2 () Técnicas
- 3 () Producción
- 4 () Servicio directo
- 5 () Distribución
- 6 () Ninguna de las anteriores

*42. ¿Porque es importante para una persona saber lo que le gusta y lo que no le gusta, cuando tiene que elegir un trabajo?

(52) _____

- 1 () Simplemente para conseguir un empleo que pague mejor.
- 2 () Para poder planear una carrera
- 3 () Para saber que empleos son adecuados para él/ella.
- 4 () Para poder insultar al jefe cuando usted está enfadado/a.
- 5 () 2 y 3
- 6 () Todas las anteriores

*43. Las 3 básicas habilidades ocupacionales que la gente tiene son: datos, cosas y:

(53) _____

- 1 () Números
- 2 () Objetos
- 3 () Animales
- 4 () Gente
- 5 () Máquinas

*44. Si Juan quiere ser maestro de escuela, debe adquirir habilidad en:

(54) _____

- 1 () Números
- 2 () Gente
- 3 () Máquinas
- 4 () Datos
- 5 () Cosas
- 6 () Todas las anteriores

*45. ¿Cuál de las definiciones siguientes es la mejor para los empleos de la rama de agricultura?

(55) _____

- 1 () Producen alimentos para enviar a los mercados.
- 2 () Están disponible solo para las personas que quieren trabajar en el campo.
- 3 () Tratan de encontrar mejores formas de producir, vender e inspeccionar alimentos.
- 4 () Están disponibles para personas con mucha experiencia.
- 5 () La mayoría de estos empleos se encuentran cerca de colegios y ciudades.
- 6 () Ninguna de las anteriores.

*46. El número de oportunidades de empleos en las ocupaciones de servicio público es el resultado de: (56) ____

- 1 () El número de personas que no tienen trabajo.
- 2 () Los servicios que la gente quiere en las ciudades.
- 3 () El precio del oro.
- 4 () El número de niños en las escuelas.
- 5 () El número de iglesias y hospitales en una ciudad.
- 6 () Ninguna de las anteriores.

47. ¿Qué es lo que más le gustó a usted de las descripciones de empleos que fueron repartidas? (57) ____

48. ¿Qué es lo que más le gustó de las presentaciones de transparencias? (58) ____

49. En general, ¿qué es lo que más le gustó del curso de orientación profesional? (59) ____

50. En general, ¿qué es lo que no le gustó del curso? (60) ____

*51. Por favor, escriba su propia definición del ramo de construcción. (61) ____

*52. Nombre usted dos elementos que los empleos de servicios personales tienen en común. (62) ____

53. De todos los ex-campesinos presentados en las transparencias, ¿cuál le gustó más? ¿Por qué? (63) ____

*54. Dé un ejemplo de un empleo en el ramo de recreación y diga por qué es del ramo de recreación. (64) ____

*55. Nombre dos cosas que los empleos del ramo de salud hacen por la gente. (65) _____

1. _____

2. _____

*56. Nombre dos empleos que sean del ramo de construcción. (66) _____

1. _____

2. _____

*57. Marque una línea desde el nombre del empleo a la izquierda hasta su descripción correcta, a la derecha. (67) _____

- | | |
|-----------------------------|---|
| A. Agente de Viajes | -dirige la producción de vino. |
| B. Agrónomo | -diseña nuevas formas de plantar mejores cosechas |
| C. Especialista de Dietas | -da información y ayuda sobre servicios públicos |
| D. Consejero | -prepara escaparates para exhibir ropas |
| E. Artista Comercial | -hace planes para ayudar a la gente a curar enfermedades |
| F. Encargado de Bodegas | -responsable de dirigir una agencia |
| G. Encargado de Escaparates | -enseña buenos hábitos de comida y planea alimentos nutritivos |
| H. Terapeuta de Recreación | -ayuda a la gente planear sus vocaciones y viajes |
| I. Trabajador Social | -prepara el trabajo artístico para vender productos |
| J. Administrador | -ayuda a la gente a conocerse a sí mismos y a tomar decisiones. |

matchtotal (68-69) _____

caredtotal (70-71) _____

A continuación usted encontrará algunos términos que pueden ser usados para describir a los instructores del curso de orientación profesional. Cuando llegue a esta parte, por favor pare y pida ayuda.

EN GENERAL LOS INSTRUCTORES DEL CURSO FUERON:

- | | | |
|---------------------|--------------|------------|
| 58. SUAVES / | DUROS | (72) _____ |
| 59. ACTIVOS / | TRANQUILOS | (73) _____ |
| 60. ABIERTOS / | CERRADOS | (74) _____ |
| 61. EXCITABLES / | RELAJADOS | (75) _____ |
| 62. AMIGABLES / | INDIVIDUALES | (76) _____ |
| 63. ATENTOS / | DESATENTOS | (77) _____ |
| 64. NO INFORMADOS / | INFORMADOS | (78) _____ |
| 65. REALISTAS / | SOÑADORES | (79) _____ |
| 66. DIRECTOS / | INDIRECTOS | (4) _____ |
| 67. CALMADOS / | NERVIOSOS | (5) _____ |
| 68. FRIOS / | AFECTUOSOS | (6) _____ |
| 69. SEGUIDOR / | LIDER | (7) _____ |

- | | | | | | | | | | | | | |
|-----|-------------|---|---|---|---|---|---|---|---|---------------|------|-----|
| 70. | INTERESANTE | / | / | / | / | / | / | / | / | ABURRIDO | (8) | ___ |
| 71. | UTIL | / | / | / | / | / | / | / | / | NO UTIL | (9) | ___ |
| 72. | DEBIL | / | / | / | / | / | / | / | / | FUERTE | (10) | ___ |
| 73. | DIFERENTE | / | / | / | / | / | / | / | / | NORMAL | (11) | ___ |
| 74. | SENSIBLE | / | / | / | / | / | / | / | / | INSENSIBLE | (12) | ___ |
| 75. | ORGANIZADO | / | / | / | / | / | / | / | / | DESORGANIZADO | (13) | ___ |
| 76. | SUCIO | | | | | | | | | | | |
| | DESORDENADO | / | / | / | / | / | / | / | / | CUIDADOSO | (14) | ___ |
| 77. | POTENTE | / | / | / | / | / | / | / | / | IMPOTENTE | (15) | ___ |
| 78. | AFORTUNADO | / | / | / | / | / | / | / | / | CAPAZ | (16) | ___ |
| 79. | FORMAL | / | / | / | / | / | / | / | / | INFORMAL | (17) | ___ |
| 80. | INJUSTO | / | / | / | / | / | / | / | / | JUSTO | (18) | ___ |

(80) 4
 (1-3)

Not for students (SKIP TO COL. 61)

Appendix F

Spanish Version of Posttest
Control Group Questionnaire

The Spanish version of the Posttest evaluation questionnaire for the control groups was identical to the experimental group version except for the following modifications:

1. An Introduction appropriate for the control group was developed.
2. The control group students responded only to the starred items in the career education survey. (See Appendix E).

Appendix G

Career Education Survey
Unit Content Quizzes

Name _____

Date _____

Introduction Unit Quiz (1)

Please answer the following questions by circling "true" if you think the statement is true or "false" if you think it is false. If you are not sure of the answer circle "not sure".

1. When you complete this course you will know exactly what kind of job you want true not sure false
2. A purpose of this course is to give you job training for just one occupation true not sure false
3. This course will help you be more aware of your personal career goals true not sure false
4. This course will tell you exactly which job to take true not sure false
5. A purpose of this course is to help you learn about the kinds of jobs you might be successful in .. true not sure false
6. Here is a list of some things we might do in the career education course. Please show how often we will be doing these things.
 - a. viewing slide show presentations of ex-farmworkers in different jobs never sometimes every unit
 - b. listening to the teacher talk about careers and occupations never sometimes every unit
 - c. listening to records produced by ex-farmworkers never sometimes every unit
 - d. forming groups to talk about what we learned never sometimes every unit
 - e. letting the teacher know how we liked the class never sometimes every unit
 - f. giving reports to the entire class about our group discussion never sometimes every unit
 - g. completing homework assignments based upon what the teacher talked about never sometimes every unit

Name _____

Date _____

Farmworker History Unit Content Quiz (2)

Please answer the following questions by circling "true" if you think the statement is true or "false" if you think it is false. If you are not sure of the answer, circle "not sure".

1. The major industry in California after the Gold Rush of 1849 died out was agriculture true not sure false
2. The first field workers in California were Irish people true not sure false
3. Filipinos were known for their ability to stick together in the fields true not sure false
4. The bracero program was started because many field workers had to fight in World War II true not sure false
5. It is important for farmworkers to get a good education so they will have a better life and their children will have more chances to choose the job they want true not sure false
6. What are two things field laborers in the United States have had in common?
 - A () Most were recruited from other countries
 - B () Most were easily taken advantage of and treated poorly
 - C () Most had high levels of education
 - D () A and C
 - E () A and B
7. Laws were passed to prevent Chinese, Japanese, and Filipinos from coming to the U.S. true not sure false
8. The Bracero Program lasted from:
 - A () 1824-1964
 - B () 1945-1972
 - C () 1942-1964
 - D () 1951-1969
9. The United Farmworkers Union of Cesar Chavez was started in 1962 true not sure false

Farmworker History Unit Content Quiz -- page 2

10. The UFW opposed the Bracero program because:
- A () the Bracero program was illegal
 - B () Braceros took jobs from other field laborers
 - C () Farmers used Braceros as strike breakers
 - D () B and C
 - E () All of the above
11. What have been some of the things which have prevented farmworkers from starting unions?
- A () threats made by the farmers
 - B () getting strike breakers to work
 - C () machines doing many of the field labor jobs
 - D () other unions trying to gain control
 - E () All of the above
12. The Agricultural Labor Relations Act
let farmworkers choose their own
union leaders true not sure false

Name _____

Date _____

World of Work Unit Content Quiz(3)

1. In order to have a demand consumers must:

- A () want a good or service
- B () have the money to buy the good or service
- C () get a raise from his/her employer
- D () A and B
- E () A and C
- F () All of the above

2. The supply of goods and services are mainly controlled by:

- A () the consumers
- B () the government in Washington D. C.
- C () the producers
- D () the unions
- E () local city governments
- F () All of the above

3. Changes in supply and demand can decrease the number of job openings in a career cluster true false

4. Which of the following is an example of how supply and demand can change the number of job openings in a career cluster?

- A () The increase of Spanish speaking children in schools has created new jobs for bilingual teachers
- B () New farm machines has made fewer farm jobs available
- C () The invention of the computer has made more jobs
- D () A and B
- E () B and C
- F () All of the above

5. The need for food, shelter, and other services is the basic reason why people work true false

6. Which of the following are occupational units?

- A () factories
- B () schools
- C () General Motors
- D () Levi Strauss Company (makes jeans)
- E () Los Padres National Forest
- F () A and B

World of Work Unit Content Quiz -- page 2

7. Which of the following basic cultural needs do agricultural products meet?
- A () entertainment
 - B () provides food products everyday to consumers
 - C () controls the price of food sent to Japan
 - D () shows consumers how to prepare and enjoy food
 - E () B and C
 - F () All of the above
8. Health related jobs are an example of _____ occupations.
- A () Organization
 - B () Technical
 - C () Production
 - D () Direct Service
 - E () Distribution
 - F () All of the above
9. Which of the following services do Technical jobs provide?
- A () control the number of fish people can catch in one day
 - B () take care of people and their pets
 - C () build houses and bridges
 - D () protect the country (armed forces)
 - E () A and D
 - F () All of the above
10. Which of the following personal needs can be met by a job?
- A () have other people admire you
 - B () get money to make car payments
 - C () helping other people who are in need
 - D () A and B
 - E () B and C
 - F () All of the above
11. The only reason people work is to make money true false
12. The only thing that can keep a person from getting a good job is their own motivation true false
13. Education is an important part of getting a better paying job true false

Name _____

Date _____

Self Awareness/Personal Awareness Unit Content Quiz (4)

1. A value is something a person thinks is important true false
2. Why is it important for a person to learn about his/her personal likes and dislikes?
 - A () just to get a better paying job
 - B () to be able to plan better for a future career
 - C () to learn which jobs are not right for him/her
 - D () to be able to tell the boss off when you are mad
 - E () B and C
 - F () All of the above
3. A person can change their attitudes only by listening to what their family says true false
4. How can a job affect a person's lifestyle?
 - A () the way a person dresses
 - B () the way a person fixes their hair
 - C () the time a person goes to bed and gets up in the morning
 - D () the place where a person lives
 - E () A and D
 - F () All of the above
5. Which of the following show how a person's values can influence the type of job a person chooses?
 - A () a man loves music and works as a computer programmer for IBM
 - B () a woman is very religious and works for the welfare department
 - C () a woman is very good at math and works as a salesperson
 - D () a man likes the outdoors and works as a forest ranger
 - E () B and D
 - F () All of the above
6. The three basic occupational skills people can have are _____, data, and things.
 - A () Numbers
 - B () Objects
 - C () Animals
 - D () People
 - E () Machines

Self Awareness/Personal Awareness Unit Quiz -- page 2

7. If Juan wanted to be a school teacher, he should learn skills related to:
- A () Numbers
 - B () People
 - C () Machines
 - D () Data
 - E () Things
 - F () All of the above
8. In choosing a career the only important thing to consider is how well you can do the job true false
9. In the Psychology Today report discussed in class, it was shown that people consider a job good if it gives them:
- A () more than just money
 - B () more control over what they do
 - C () more chances for promotion
 - D () satisfaction
 - E () A and C
 - F () All of the above
10. In the same Psychology Today report, the people said the main reasons why they did not like their jobs were low pay and no chance for promotion true false
11. Most of the people in the Psychology Today report said they got their job by luck true false
12. The role of women in the world of work is about the same today as it was 20 years ago true false

Name _____

Date _____

Agricultural Unit Content Quiz (A)

1. Which of the following is the best definition for jobs in the Agricultural cluster?
 - A () they only grow food to be sent to the market place
 - B () they are only available to people who want to work in the fields
 - C () they all try to find better ways to produce, market, and inspect food
 - D () they are available only to people with a lot of experience
 - E () most of these jobs are located near colleges and small towns
 - F () None of the above
2. Training requirements for agricultural jobs are becoming more difficult because of mechanization .. true not sure false
3. A person who wants to work in an agricultural job doesn't have to worry about getting new skills once she/he gets a job true not sure false
4. Draw a line from each job name on the left to the correct job description on the right.

a. AGRONOMIST	-supervise workers for large commercial growers
b. AGRICULTURAL COMMODITY GRADER	-teach farmers new ways of growing or picking crops
c. FARM ADVISOR	-sample agricultural products to make sure they have good quality
d. CELLAR FOREMAN	-organize the planting, cultivating, and picking of agricultural products
e. FARM EQUIPMENT MECHANIC	-work with scientists to make new ways to grow and process agricultural products
f. FARM MANAGER	-grow trees, shrubs, and other plants and give advice about landscape planning
g. AGRICULTURAL TECHNICIAN	-develop new ways to grow agricultural products and make them better
h. FARM LABOR SUPERVISOR	-adjust and fix farm equipment
i. NURSERYMAN	-supervise the production of wines
5. Jessie de la Cruz, agricultural model, said that che only skill an independent farmer needs is to know how to grow the crops true not sure false
6. The important thing that changed Jessie's life and gave her a new career was that she got into the union movement and politics true not sure false
7. Jessie thinks that owning a farm keeps her from doing what she really wants to do true not sure false

Name _____

Date _____

Manufacturing Unit Content Quiz (F)

1. The most important thing that jobs in the Manufacturing occupation cluster do is:
 - A () provide on-the-job training for high school graduates
 - B () help replace old worn out parts
 - C () process and package the things we buy in stores
 - D () give jobs to people who are usually out of work
 - E () None of the above
2. Jobs in the manufacturing cluster usually require a lot of training true not sure false
3. There will be many new openings in the Manufacturing cluster in the next ten years true not sure false
4. Draw a line from the job name on the left to it's correct description on the right.

a. FURNITURE UPHOLSTERER	-puts together books, magazines and business forms
b. BOOKBINDER	-makes copies of things from photographs
c. TOOL AND DIE MAKER	-makes molds to make parts and objects
d. SHEET METAL WORKER	-makes and fixes rings, earrings, etc.
e. JEWELER	-sews pockets, collars, hems, etc. on clothes
f. SEWING MACHINE OPERATOR	-fixes and adjusts watches
g. WELDER	-cuts, and puts in light metal sheets
h. LITHOGRAPHER	-uses heat to put materials together
i. WATCHMAKER	-makes metal and plastic parts for machinery
j. PATTERNMAKER	-stuffs and covers new and old furniture
5. All manufacturing jobs are in well lighted and warm buildings true not sure false
6. A worker on an assembly line putting together cars is working in a manufacturing cluster job true not sure false

Name _____

Date _____

Marketing and Distribution Unit Content Quiz (J)

1. Which of the following is the best definition for jobs in the Marketing and Distribution cluster?
 - A () jobs which are paid for by the government
 - B () jobs which make sure services and goods are at the stores
 - C () jobs which make trucks and tractors
 - D () jobs which provide products to distributors
 - E () None of the above
2. Advertising occupations are part of the Marketing and Distribution cluster true not sure false
3. The outlook for jobs in the Marketing and Distribution cluster is very poor true not sure false
4. Marketing and Distribution workers need good writing and speaking abilities true not sure false
5. Draw a line from each job name on the left to the correct job description on the right.

a. FASHION MERCHANDISING SPECIALIST	-gives advice to companies on how to sell their products
b. MANAGEMENT SPECIALIST	-imports and exports trade goods
c. FOOD DISTRIBUTION SPECIALIST	-gets clothes to the stores
d. MARKETING RESEARCH WORKER	-gets goods from the farms to the supermarkets
e. FOREIGN TRADE SPECIALIST	-makes sure large companies run smoothly
6. More Food Distribution jobs are found in the country(near farms)than in big cities true not sure false
7. The important thing Rafael Mendibles decided to do to change his career was go to a business college true not sure false
8. Rafael learned most of his skills after getting a job true not sure false

Name _____

Date _____

Consumer Unit Content Quiz (G)

1. Most people working in Consumer occupations work in homes true not sure false
2. A good definition for jobs in the Consumer cluster is:
 - A () they provide direct services to large companies
 - B () they usually require a lot of special training
 - C () they usually provide food services to consumers
 - D () they do not try to help consumers to buy good products
 - E () None of the above
3. Most Consumer occupation workers work from 8 to 5 true not sure false
4. Overall the outlook for jobs in the Consumer cluster is very poor true not sure false
5. Draw a line from each job name on the left to it's correct description on the right.

a. BAKER	-informs people how to buy good products
b. BARTENDER	-takes orders and serves food to people
c. COOK AND CHEF	-prepares meats sold in markets
d. CUSTOMER-SERVICE WORKER	-operates food stores
e. HOME ECONOMIST	-helps old or sick people in their homes
f. HOME MAKER/HOME HEALTH AIDE	-prepares meals in a restaurant
g. MEATCUTTER/BUTCHER	-takes care of meters for utility companies
h. RETAIL FOOD STORE MANAGER	-makes pies, cakes, breads, etc.
i. WAITER & WAITRESS	-mixes and serves alcoholic drinks
6. Daniel Salinas, Consumer cluster role model, became a butcher by working his way up from a box-boy true not sure false
7. Consumer workers must be in very good health true not sure false
8. Consumer occupations do not affect the life of most people true not sure false

Name _____

Date _____

Public Service Unit Content Quiz (B)

1. Which of the following is the best definition for Public Service jobs?
 - A () they give direct services to families
 - B () they are paid for by big companies like Ford, John Deere, etc.
 - C () they give services which most people do not need
 - D () they give direct or indirect services and are paid for by tax money
 - E () they are controlled by groups like La Causa, Sierra Club, etc.
 - F () None of the above
2. Public Service jobs try to make our communities better places to live true not sure false
3. The number of job openings (demand) for Public Service jobs is a result of:
 - A () the number of people who are out of work
 - B () the services that people want in their communities
 - C () the price of gold
 - D () the number of children in schools
 - E () the number of churches and hospitals in a community
 - F () None of the above
4. Draw a line from each job name on the left to the correct job description on the right.

a. TEACHER	-handles legal matters for their clients
b. FIREFIGHTER	-responsible for the overall running of an agency
c. SOCIAL WORKER	-helps the teacher in the classroom
d. PUBLIC DEFENDER/ LAWYER	-keeps public buildings clean and safe
e. POLICE OFFICER	-helps people learn new skills or ideas
f. PROBATION OFFICER	-gives personal help and information about other public services
g. TEACHER AIDE	-protects public and private property from damage due to fire
h. BUILDING MAINTENANCE	-protects personal and property rights of each citizen
i. ADMINISTRATOR	-helps ex-offenders settle in a community
j. COUNSELOR	-helps people understand themselves and to make decisions
5. Tony Garcia, the administrator role model, said that the most important thing he did to get his job was to be in the student council in school true not sure false
6. The thing Tony likes best about his job as an administrator is that he is a happier person now .. true not sure false

Name _____

Date _____

Personal Service Unit Content Quiz (C)

1. Which of the following is the best definition for jobs in the Personal Service Cluster?
 - A () most of these jobs can be found in vacation spots
 - B () most of these jobs require a lot of physical skill
 - C () they provide a service to people or their property
 - D () most of these jobs require a college education
 - E () most of these jobs do not require the worker to be neat
 - F () None of the above
2. Personal Service occupations require the worker to be in close contact with the customers true not sure false
3. There is little opportunity for persons who speak both English and Spanish in the Public Service field true not sure false
4. Draw a line from each job name on the left to it's correct job description on the right.

a. APPLIANCE SERVICEPERSON	-takes care of a person's face, scalp and hair
b. EMBALMER & MORTICIAN	-patrols, inspects, and protects property
c. COSMETOLOGIST	-assists people in buying an automobile
d. GUARD AND WATCHPERSON	-assists people seeking life, property, or liability protection
e. BARBER	-cleans and prepares dirty garments
f. DRY CLEANER	-prepares corpses for burial
g. INSURANCE AGENT/BROKER	-services and repairs toasters, refrigerators, etc.
h. CAR SALESPERSON	-sets, styles, cuts, and tints hair
i. CHILD AND ADULT CARE ATTENDANT	-helps people buy or sell property
j. REAL ESTATE AGENT	-cares for people who cannot take care of themselves
5. Roberto Garcia, embalmer/mortician model, said that he got into his business mostly by luck true not sure false
6. Before Roberto Garcia could become a licensed embalmer he had to take a training course and be an apprentice true not sure false

Name _____

Date _____

Health Unit Content Quiz (E)

1. Which of the following is the best definition for jobs in the Health cluster?
 - A () they care for people only when they get sick
 - B () they are not concerned about what people eat
 - C () they care for the mind and bodies of people
 - D () they all require more than a college degree
 - E () they do not try to educate people to be healthy
 - F () None of the above
2. Medical Assistant, Dental Assistant, and Dental Laboratory Technician are examples of Health jobs which do not require a college degree true not sure false
3. The outlook for new jobs in the Health occupations is very poor true not sure false
4. Draw a line from each job name on the left to it's correct job description on the right.

a. PHYSICAL THERAPIST	-makes, develops, and marks x-rays
b. RADIOLOGICAL TECHNICIAN	-helps doctors with patients and office management
c. COMMUNITY WORKER	-teaches good eating habits and plans healthy meals
d. DIETICIAN	-cares for the injuries and diseases people get
e. DENTIST	-helps in the care of people's teeth
f. REGISTERED NURSE	-finds out why people are sick and helps them keep from getting sick
g. DENTAL LAB TECHNICIAN	-makes false teeth, bridges, and crowns for people
h. DENTAL ASSISTANT	-cares for the health of the mouth and teeth
i. PHYSICIAN	-makes sure people get the health services they need
j. MEDICAL ASSISTANT	-helps people overcome physical handicaps
5. Irene Valencia, Health cluster model, let her personal problems stop her from getting the kind of job she wanted true not sure false
6. Irene Valencia became interested in the Health occupations because of health problems her family was having true not sure false
7. Irene Valencia says that people who want to get a Health occupation should first volunteer to see if they will like it true not sure false

Name _____

Date _____

Recreation Unit Content Quiz (D)

1. Which of the following is the best definition for jobs in the Recreation cluster?

A () they help people enjoy on the job activities
 B () they help people enjoy life after they retire
 C () they help people enjoy their leisure time activities
 D () they only help those who can afford to travel around the world
 E () they only help children enjoy after school activities
 F () None of the above

2. Which of the following is not related to the Recreation occupations:

A () Recreational vehicles
 B () Physical fitness
 C () Sporting equipment
 D () Longer work week
 E () Zoos

3. To be successful in the field of Recreation a person should be healthy, like people, and be able to talk with people well true not sure false

4. Draw a line from each job name on the left to it's correct job description on the right.

a. RECREATION GROUNDS SUPERVISOR	-organizes activities and staff at a camp
b. SPECIAL ACTIVITIES SUPERVISOR	-teaches people how to play sport activities
c. RECREATION THERAPIST	-give leadership in outdoor recreation
d. COACH	-organizes activities at recreation centers
e. RECREATION LEADER	-maintains rental units and collects rent
f. CAMP COUNSELOR	-help people plan their vacation and travel
g. APARTMENT MANAGER	-provide temporary rentals for people
h. CENTER DIRECTOR	-plan activities to entertain people
i. TRAVEL AGENTS	-plan activities for people getting over an illness
j. HOTEL/MOTEL MANAGER	-takes care of the buildings and plants at recreation centers

5. Most of the Recreation jobs require a college education or some special training true not sure false

6. Frank Carbajal, Recreation cluster model, said that the most important thing to do to be a success is to do the best job you can right now .. true not sure false

Name _____

Date _____

Fine Arts and Humanities Unit Content Quiz (L)

1. Which of the following is the best definition for jobs in the Fine Arts and Humanities cluster?
 - A () they are services people do not really need
 - B () they can be found at places like Disneyland and amusement parks
 - C () there are fine arts jobs only because people have nothing better to do
 - D () they are not a service but do provide entertainment to people
 - E () sporting events are an example of fine arts
 - F () None of the above

2. Which of the following are related to jobs in the Fine Arts and Humanities cluster?
 - A () Rock music
 - B () Operas
 - C () Teatro de la Esperanza
 - D () Television
 - E () A, B, and C
 - F () All of the above

3. Because the prices of goods are going up, the outlook for Fine Arts jobs is very good true not sure false

4. Draw a line from the job name on the left to it's correct description on the right.

a. MUSICIANS	-cares for flowers and arranges them for events
b. FLORAL DESIGNER	-sets up displays to show off clothes, jewels, etc.
c. DRAFTER	-performs modern, folk, and ballet dances
d. DISPLAY WORKER	-creates art work to sell products or give a message
e. ACTOR-ACTRESS	-plans and directs the decoration of inside buildings
f. DANCER	-takes pictures to sell goods, for newspapers and for portraits
g. PHOTOGRAPHER	-plays the part of people in plays and movies
h. COMMERCIAL ARTIST	-makes detail drawings of how things will go together
i. INTERIOR DESIGNER	-plays different kinds of instruments to make music

5. Fine Arts and Humanities are important because they help a culture grow and express itself true not sure false

6. Estrella Campos, one of the Fine Arts and Humanities cluster models, said she got started in teatro because it helps people learn about the problems people have to face true not sure false

Name _____

Date _____

Communication Unit Content Quiz (M)

1. Which of the following is the best definition for jobs in the Communication cluster?

- A () they provide personal services which are very important
 B () they require a lot of physical talent
 C () they have an impact on a large number of people
 D () they keep us informed about current events and other people's opinions
 E () None of the above

2. Many new Communications jobs are available to people who are bilingual true not sure false

3. A newspaper photographer works in the field of Communications true not sure false

4. Draw a line from the job name on the left to the correct job description on the right.

- | | |
|--------------------------------------|---|
| a. PRINTER | -puts up the power lines to carry electricity |
| b. TECHNICAL WRITER | -sets up telephones in large buildings |
| c. TELEVISION AND RADIO ANNOUNCER | -answers questions about phone bills and orders |
| d. NEWSPAPER REPORTER | -makes copies of words, pictures, drawings and other things |
| e. LINE INSTALLER-REPAIRER | -translates technical information into everyday language |
| f. CENTRAL OFFICE INSTALLER | -helps make long distance phone calls |
| g. TELEPHONE SERVICE REPRESENTATIVE | -introduces and closes programs and shows |
| h. TELEPHONE OPERATOR | -finds out information and news and writes stories about it |
| i. LINGUIST, TRANSLATOR, INTERPRETER | -delivers letters and packages to homes and offices |
| k. MAIL CARRIER | -tells a person what is being spoken in another language |

5. Businesses have no need for translators or interpreters true not sure false

6. Being an announcer is an easy job because an announcer only works 3 or 4 hours a day true not sure false

7. Rosa Guzman, Communications cluster role model,
used her background in a bilingual community
to help her get a job true not sure false
8. Rosa wants to be an interpreter because it
will give her less contact with people true not sure false

Name _____

Date _____

Transportation Unit Content Quiz (K)

1. Which of the following is the best definition for jobs in the Transportation cluster?
 - A () they are only concerned about moving people from place to place
 - B () the United States has the best transportation in the world
 - C () they are only concerned with moving products to market
 - D () they are only concerned with making cars
 - E () A and C
 - F () None of the above
2. The outlook for jobs in the Transportation cluster is better in railroads than in air travel..... true not sure false
3. The growth in population will create more transportation jobs in the next ten years true not sure false
4. Draw a line from each job name on the left to it's correct description on the right.

a. TAXICAB DRIVER	-gives transportation service to individuals
b. AIRPLANE MECHANIC	-checks airplane to make sure is safe to fly
c. RAILROAD CONDUCTOR	-keeps track of planes and helps them land safely
d. AIRPLANE PILOT	-cares for safety and comfort of air traveler
e. PARKING ATTENDANT	-collects fares and moves people on regular route
f. AIR TRAFFIC CONTROLLER	-operates and checks trains
g. LONG DISTANCE TRUCKDRIVER	-moves goods long distances on highways
h. FLIGHT ATTENDANT	-makes sure cars are parked the right way
i. LOCOMOTIVE ENGINEER	-in charge of a train and it's crew
j. LOCAL TRANSIT BUSDRIVER	-flies planes to give a service to people
5. The building of freeways is not a Transportation job because the workers do not move people true not sure false
6. Ray Porras, Transportation cluster model, wanted to work for a school district because of the good money he would make true not sure false
7. Ray Porras said that bus drivers do not have to worry about the safety of a bus true not sure false

Name _____

Date _____

Construction Unit Content Quiz (J)

1. Write your own definition of jobs in the Construction cluster.

2. Most construction jobs require on-the-job training true not sure false
3. In construction jobs it is important that the workers be in good physical shape true not sure false
4. Construction workers only tear down and build new houses true not sure false
5. Draw a line from each job name on the left to it's correct job description on the right.
- | | |
|-----------------------------------|--|
| a. ASBESTOS AND INSULATION WORKER | -installs wiring and electrical outlets |
| b. OPERATING ENGINEERS | -applies plaster, stucco, or concrete to buildings |
| c. CEMENT MASON | -uses blueprints to make buildings and structures |
| d. LATHER | -pours and smooths cement |
| e. BRICK MASON | -cuts, fits, and puts in glass |
| f. ELECTRICIAN | -puts paint on new or old surfaces |
| g. TILE SETTER | -builds walls, fireplaces, chimneys, etc. |
| h. CARPENTER | -sets tiles on counters and walls |
| i. GLAZIER | -runs the machines used in construction work |
| j. PAINTER | -insulates buildings from the weather and fire |
6. Martin Bautista, Construction cluster role model, found his job as a plasterer through a friend true not sure false
7. Martin Bautista says that construction work requires a lot of muscle power but not very much thinking true not sure false

Name _____

Date _____

Office Occupations Unit Content Quiz (H)

1. Most clerical workers are women true not sure false
2. An accountant is an office occupation true not sure false
3. The largest single group of office workers
are receptionists true not sure false
4. Office occupations usually require good
knowledge of English true not sure false
5. There is very little chance for advancement
in office occupations true not sure false
6. To make a high salary in office occupations
a person usually has to stay with the same
company for a few years true not sure false
7. Just like all other job clusters, the
outlook for office occupations is not
very good true not sure false
8. Draw a line from the job name on the left to it's correct description
on the right.

a. BOOKKEEPER	-runs all machines for office use
b. FILE CLERK	-greet people and schedules appointments
c. OFFICE MACHINE OPERATOR	-types and makes copies of materials for office use
d. CASHIER	-keeps important files and records in order
e. TYPIST	-takes shorthand notes and then types them
f. SHIPPING AND RECEIVING CLERK	-keeps accurate records of a business operation
g. STENOGRAPHER	-handles mail and packages
h. RECEPTIONIST	-fills all incoming and outgoing orders
i. POSTAL CLERK	-collects money for a service or product
9. Socorro Castro, Office Occupations role
model, said bilingual skills can really be
a big help in finding a good office job true not sure false
10. The best thing Socorro likes about her
job as a bilingual clerk is that she
doesn't have someone looking over her
shoulder all the time true not sure false

Name _____

Date _____

Environment Unit Content Quiz (0)

1. Which of the following is the best definition for jobs in the Environment cluster?

A () these types of jobs usually try to keep progress from happening
 B () they want to stop building in rural places
 C () they are not concerned about air pollution in the cities
 D () they study and protect the natural environment
 E () None of the above

2. Two big reasons why Environmental jobs are becoming more important are increasing _____ and growing _____.

3. One of the most important reasons why we need environmental jobs is to save nature for our children's use true not sure false

4. Draw a line from each job name on the left to it's correct description on the right.

a. FORESTRY TECHNICIAN	-studies changes in the earth, looks for oil
b. CONSERVATION WORKER	-protects animals from mistreatment
c. FISH AND GAME WARDEN	-keeps the environment in good condition
d. SURVEYOR	-protects the resources of public parks
e. FORESTER	-works on projects to improve the forest
f. PEST CONTROLLER	-keeps water clean by taking out waste
g. SEWAGE PLANT OPERATOR	-manages the use of forests
h. GEOLOGIC TECHNICIAN	-protects property and health of people from insects
i. PARK RANGER	-measures boundaries for property and buildings

5. Environmental jobs protect the air and water but not soil and plants true not sure false

6. Ignacio Peña, Environment cluster role model, likes his job because he helps maintain natural resources true not sure false

7. Ignacio Peña has very little danger in his work true not sure false

Name _____

Date _____

Marine Science Unit Content Quiz (N)

1. Which of the following is the best definition for jobs in the Marine Science cluster?
 - A () they require a lot of education
 - B () many of these jobs can be found in farm areas
 - C () they deal with the water and the ocean
 - D () they require a long time away from home at sea
 - E () None of the above
2. The number of new job openings in Marine Science occupations is not effected by mechanization true not sure false
3. Most Marine Science occupations are outdoors near the ocean true not sure false
4. Draw a line from each job on the left to the correct job description on the right.

a. DOCK WORKER	-designs and builds ships
b. MERCHANT MARINE SAILOR	-measures water levels and quality
c. MARINE ARCHITECT	-scientist who studies the oceans
d. HYDROLOGIC TECHNICIAN	-loads and unloads ships
e. OCEANOGRAPHER	-works on merchant ships
5. Special training programs are needed to become a dock worker true not sure false

Appendix H

Unit Content Quiz Record Sheet

UNIT CONTENT QUIZ TOTAL SCORES
RECORD SHEET

Name _____

Introduction	UNIT 1	_____
Farmworker History	UNIT 2	_____
World of Work	UNIT 3	_____
Personal Awareness	UNIT 4	_____
Agriculture	UNIT A	_____
Manufacturing	UNIT B	_____
Marketing Distribution	UNIT C	_____
Consumer and Homemaking	UNIT D	_____
Public Service	UNIT E	_____
Personal Service	UNIT F	_____
Health	UNIT G	_____
Recreation	UNIT H	_____
Fine Arts and Humanities	UNIT I	_____
Communications	UNIT J	_____
Transportation	UNIT K	_____
Construction	UNIT L	_____
Office Occupations	UNIT M	_____
Environment	UNIT N	_____
Marine Science	UNIT O	_____

Appendix I

Unit Feedback and Closure Questions

Name _____

Date _____

Unit Feedback and Closure Questions

The purpose of these questions is to give you and your teacher an idea of how useful this career education unit has been.

1. Was the TEACHER organized, interesting, and did she/he direct the lesson well? .. 1 2 3 4 5

Poor Average Great

2. Was the INFORMATION presented in this unit helpful and useful to you? 1 2 3 4 5

Not useful Useful Very Useful

3. What was the most important thing you learned during this unit?

4. Because of this career education unit, I feel:

	1	2	3	
a. More confident about myself	yes	not sure	no	_____
b. Encouraged about getting a good job ..	yes	not sure	no	_____
c. Confused about things talked about ...	yes	not sure	no	_____
d. Turned on about career education	yes	not sure	no	_____
e. At a loss about preparing for a job ..	yes	not sure	no	_____
f. Able to do things and succeed	yes	not sure	no	_____
g. Unsure of myself	yes	not sure	no	_____
h. Hopeless about the future	yes	not sure	no	_____
i. Motivated to do things	yes	not sure	no	_____
j. _____ (other)	yes	not sure	no	_____

5. If you have anything else to say about the unit we just finished please write it here thank you
